

**THE ROLE OF SCHOOL LEADERSHIP IN TRANSFORMING  
TOWNSHIP AND RURAL SCHOOLS IN GAUTENG PROVINCE,  
SOUTH AFRICA**

By

**MDUDUZI GABRIEL GWALA**

Submitted in accordance with the requirements for the degree of

**DOCTOR OF EDUCATION**

in

**LEADERSHIP AND MANAGEMENT  
COLLEGE OF EDUCATION**

**UNIVERSITY OF SOUTH AFRICA**

Supervisor: Dr L.L. Toolo

2021

## **DECLARATION**

### **THE ROLE OF SCHOOL LEADERSHIP IN TRANSFORMING TOWNSHIP AND RURAL SCHOOLS IN GAUTENG PROVINCE, SOUTH AFRICA**

I declare that the above Thesis is my own work, and that all the resources that I have used or quoted and been indicated and acknowledged by means of complete references

**MDUDUZI GABRIEL GWALA**

---

Signature

Date: August 2021

## **DEDICATION**

The research is dedicated to my beautiful wife, my two sons, and a daughter for their full support that they offered to make sure that I completed this study.

## **ACKNOWLEDGEMENTS**

I want to first thank my God for giving me the courage and perseverance to complete this thesis.

Secondly and most importantly, my supervisor, Doctor Lineo Toolo for her motivation and patience. Without her inspiration, even when I was losing hope, this thesis would not have been possible.

I am very grateful to my editor, Khomotso Bopape for contributing to this thesis with the language editing.

My acknowledgement would not be complete without thanking my family, especially my beloved wife, Liopelo Gwala who was my pillar of hope as she continuously inspired me to work even harder during hard times of the development of this thesis.

**THANK YOU VERY MUCH!**

## **ABSTRACT**

The study aims to explore the perceptions of various scholars and civil society that the role of distributive school leadership is important to the transformation of Gauteng township and rural schools in South Africa. The literature reviewed was focussed on the importance of leadership in the transformation of schools in South Africa, Africa and globally, and assisted the researcher to investigate the importance of distributive leadership in schools. The perceptions and beliefs of scholars are that distributed school leadership has the potential of transforming township and rural schools into effective schools if extended leadership – beyond that of a school principal – is involved in the development of schools. In this study, a qualitative approach is used to explore the role of distributive leadership in the transformation of a township school and a rural school in Gauteng Province and was of a benefit to the nature of this study. This study is focussed on the concept of transformation which in this case is characterised by the school system, becoming effective and appropriate to the context in which it operates. Purposeful sampling was used to identify the schools' leadership for the qualitative study. The study was conducted on a sample of one township primary school and one rural primary school in the province of Gauteng, South Africa. Data were collected using observation of schools and interviews with schools' leaders. Interviews with the principal, one of the school management team members and two parent leaders were undertaken in both schools. Observation of the activities of school leaders, the environment in both schools, and the schools' leaders were interviewed. The findings of the study indicate that the full involvement and commitment of the entire school leadership team can overcome the challenges – including those of lack of resources and poor support from the Gauteng Department of Education – facing township and rural schools. The main recommendation of the study is that a school leadership team should establish trust in working together and consider knowledge, skills and expertise when setting up roles for each member of the team.

# TABLE OF CONTENTS

DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iii
ABSTRACT .....	iv
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS AND ACRONYMS .....	xii
CHAPTER ONE: INTRODUCTION AND ORIENTATION TO THE STUDY .....	1
1.1 Introduction .....	1
1.2 Background .....	1
1.3 Literature review .....	2
1.4 Theoretical framework .....	3
1.5 Research problem statement.....	4
1.6 Main research question.....	5
1.7 Sub-questions .....	6
1.8 Research aim .....	6
1.9 Research objectives .....	6
1.10 Research methodology .....	7
1.10.1 Research approach .....	8
1.10.2 Research design .....	9
1.10.3 Site selection and sampling.....	10
1.10.4 Data collection techniques.....	113
1.11 Data analysis.....	14
1.12 Significance .....	15
1.13 Rationale.....	15
1.14 Limitations of the study .....	16
1.15 Trustworthiness .....	16

1.16	Ethical issues .....	18
1.17	Definition of terms.....	22
1.18	Planning of the study .....	23
1.19	Summary.....	24
CHAPTER TWO: REVIEW OF LITERATURE.....		26
2.1	Introduction .....	26
2.2	The challenges in township and rural schools.....	29
2.3	Leadership .....	31
2.4	Shared leadership .....	35
2.5	Distributive leadership .....	36
2.6	Transformational leadership.....	38
2.7	The elements of transformational school leadership.....	42
2.7.1	<i>Shared school vision</i> .....	43
2.7.2	<i>Leader motivation</i> .....	44
2.7.3	<i>Participative decision making leading to trust</i> .....	45
2.7.4	<i>Influence</i> .....	46
2.8	Transformative leadership.....	46
2.9	School effectiveness .....	47
2.10	Leadership accountability.....	51
2.11	Leadership attitude and ethics .....	52
2.12	Teamwork and school stakeholders.....	53
2.13	School culture .....	55
2.14	Leadership behaviour .....	58
2.15	Leadership personality.....	60
2.16	Summary.....	61
CHAPTER THREE: THE RESEARCH THEORETICAL FRAMEWORK .....		63
3.1	Introduction .....	63

3.2	Theoretical framework .....	64
3.3	The theories of leadership .....	64
3.3.1	<i>Transformational leadership theory</i> .....	64
3.3.2	<i>Transformative leadership theory</i> .....	64
3.3.3	<i>Distributive transformational theory</i> .....	68
3.3.4	<i>Behavioural theory</i> .....	69
3.4	Summary .....	70
CHAPTER FOUR: RESEARCH METHODOLOGY.....		71
4.1	Introduction .....	71
4.2	Research paradigm .....	71
4.3	Research approach.....	74
4.4	Research design.....	75
4.5	Research methodology .....	77
4.5.1	<i>Population</i> .....	78
4.5.2	<i>Sampling</i> .....	78
4.5.3	<i>Data collection</i> .....	80
4.5.4	<i>Triangulation</i> .....	82
4.6	Trustworthiness .....	82
4.6.1	<i>Credibility</i> .....	83
4.6.2	<i>Transferability</i> .....	83
4.6.3	<i>Dependability</i> .....	84
4.6.4	<i>Confirmability</i> .....	84
4.6.5	<i>Validity</i> .....	85
4.7	Ethics.....	85
4.8	Data analysis .....	88
4.9	Summary .....	91

## CHAPTER FIVE: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

.....	92
5.1 Introduction .....	92
5.2 Observing the rural school .....	93
5.3 Observing the township school .....	94
5.4 Summary of data obtained from observing schools .....	95
5.5 Interviews with the participants .....	97
5.5.1 <i>Schools' resources</i> .....	99
5.5.2 <i>Leadership responsibilities</i> .....	100
5.5.3 <i>Support of the principal</i> .....	100
5.5.4 <i>Transforming school</i> .....	101
5.5.5 <i>Decision making</i> .....	102
5.5.6 <i>Problem solving</i> .....	102
5.5.7 <i>Planning</i> .....	102
5.5.8 <i>Time management</i> .....	103
5.5.9 <i>Management of assets and finances</i> .....	103
5.6 Leadership roles and accountability .....	104
5.6.1 <i>Implementing policies</i> .....	105
5.6.2 <i>Managing infrastructure</i> .....	105
5.6.3 <i>Procurement process management</i> .....	106
5.7 Communication .....	106
5.7.1 <i>Communication with staff</i> .....	106
5.7.2 <i>Communication with learners</i> .....	107
5.7.3 <i>Communication with parents</i> .....	108
5.7.4 <i>Communication with community</i> .....	108
5.7.5 <i>Communication of issues and obstacles</i> .....	109
5.8 Summary .....	111



5.9	Conclusion .....	111
CHAPTER SIX: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION..... 113		
6.1	Introduction .....	113
6.2	Summary and Discussion .....	113
6.2.1	<i>Findings relating to the contribution of school leadership .....</i>	<i>115</i>
6.2.2	<i>Findings relating to exploring the views of education experts and literature .....</i>	<i>116</i>
6.2.4	<i>Findings relating to the interpretation of the views of school leaders on their roles .....</i>	<i>117</i>
6.2.5	<i>Findings relating to guidelines .....</i>	<i>118</i>
6.3	Recommendations from the study .....	119
6.3.1	<i>Trust .....</i>	<i>120</i>
6.3.2	<i>Leadership developmental programmes .....</i>	<i>120</i>
6.3.3	<i>Accountability of the entire school leadership .....</i>	<i>120</i>
6.3.4	<i>Distribution of roles .....</i>	<i>121</i>
6.3.5	<i>Communication .....</i>	<i>121</i>
6.3.6	<i>Commitment of all stakeholders .....</i>	<i>122</i>
6.3.7	<i>Sharing of vision .....</i>	<i>122</i>
6.4	Contribution of the study .....	122
6.5	Conclusion .....	123
REFERENCES .....		124
APPENDIXES .....		149

## LIST OF TABLES

Table 4.1: Profiles of township school participants.....**Error! Bookmark not defined.**

Table 4.2: Profiles of rural school participants .....**Error! Bookmark not defined.**

## LIST OF FIGURES

Figure 2.1: Model of effective transformation.....	43
Figure 3.1: Definition of transformation.....	69
Figure 4.1: Linking of three paradigms .....	80
Figure 4.2: Six-phase thematic analysis.....	97
Figure 5.1: Theme One .....	119
Figure 5.2: Theme Two.....	120
Figure 5.3: Theme Three.....	120

## **LIST OF ABBREVIATIONS AND ACRONYMS**

GDE	Gauteng Department of Education
FINCOM	Finance Committee
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
USA	United States of America

# **CHAPTER ONE**

## **INTRODUCTION AND ORIENTATION TO THE STUDY**

### **1.1 Introduction**

Education systems are facing calls to transform schools for the better not only in South Africa but also globally. School leadership in South Africa is called on specifically to change schools, especially those in townships and rural areas. Considerable interest in school leadership is of the widespread belief that the quality of school leadership will make a significant difference in schools and learner outcomes.

Education in South Africa has not always been equivalent; distinctions could be made between schools that were called 'Model C' schools and those schools in townships and rural areas. Christie (2006:55) argues that black education, especially in township and rural schools, was neglected. There is a strong perception in civil society that effective leadership in township and rural schools could play a significant role in transforming these underperforming schools into performing schools (Bush, 2008:125).

The interest in this study was created by the general view that the leadership in schools was critical to bringing positive change to township and rural schools. I used qualitative research to explore and explain the phenomenon of the transformation of township and rural schools and to study their leadership. The background to the study is discussed in the following section.

### **1.2 Background**

In South Africa, the post-apartheid government had to oversee the transformation of township and rural schools. Before the new dispensation, leadership at school level – principals, parent representatives and even school departmental heads – both in the former 'Model C' schools and in township as well as rural schools was neither clear nor compelling. Hallinger and Heck (2010:126) report that leadership quality is

important for the success of schools. In England, Day (2009:124) raises the importance of school leadership in the transformation of schools.

The South African Schools Act (84/1996) (hereafter referred to as the SASA) introduced democratic change in school communities (South Africa, 1996). With the new dispensation in place, the Act was amended and aligned to school leadership and extends from school managers to teachers themselves, teacher unions, school governing bodies, learner representatives and even broader community structures that are stakeholders in schools. According to Bush (2008:51), these school leaders are bound and perceived to be effective agents of the transformation of township and rural schools.

The argument of Bush (2008:56) is that “school leadership can take place outside of formal organisations (schools) as well as inside the institutions (schools), and it can be exercised at most levels in organisations (schools)”. This type of transformational leadership approach has the potential to engage all stakeholders in the achievement of decisive goals for schools (Day, 2009:124). More literature review about the phenomenon of the study will be discussed in the following sections.

### **1.3 Literature review**

The increased demand for the best educational skills across the globe, and particularly in South Africa necessitates that township, as well as rural schools, also benefit from effective school leadership. Universally, school systems are under pressure to be responsive to changes including matters such as equity, the culture of learning and teaching, school resources and high-quality learner results. In the South African context, the global trend was initiated by an evaluation of policies planned by the education department to determine the impact of transformation in township and rural schools.

Transformation in South African township and rural schools required urgent action at all levels of school leadership. Shapiro and Stefkovich (2016:4) believe that educational leadership will be better prepared to reflect on the transformation of education in

general and in schooling. According to Badat (2010:75), transformation has the intent of the dissolution of existing policies and practices and their re-creation into something new and acceptable to all.

Despite major political changes in South Africa, township and rural schools are still faced with the challenge of inequality and lack effective schooling. Research was conducted at one of South Africa's rural schools by Smit (2017) and she discovered that the educational setting was characterised by severe under-development. It was evident that such a severely under-developed school would have leadership challenges.

Effective schooling in township and rural areas has always been a challenge and the blame has always been put on the poor ability of school leaders to lead with vision. It is clear, therefore, that South African township and rural schools need transformation. There is a belief that transformational school leaders are key factors in bringing about that much-needed school efficacy. There has been increasing pressure to transform schools, especially schools that were severely affected by the former regime (Wolters, 2010:2).

Wolters (2010:2) indicates that the need to reform schools in the twenty-first century is meant to ensure that all learners in South Africa are prepared to be able citizens. This argument by Wolters (2010) clearly signifies that township and rural schools need a revamp by school leaders. This study was about the transformation of township and rural schools by their leaders, and the theoretical framework of the study is discussed in the following section.

#### **1.4 Theoretical framework**

The theory of the study was applied to provide a theoretical viewpoint, to guide the study and to determine patterns that will emerge from the study (Creswell, 2012:66). The framework provides the theoretical lens through which the influence of school leadership on the transformation of township and rural schools in South Africa is

viewed. In this study, the theoretical framework is based on the field of leadership and different theories are formed as an integral part of the study.

Yukl (2013:31) says that the behaviour of school leaders gives rise to best practices. Transformational leadership theory is also used in the study as it is a type of leadership where leaders create a vision to guide transformation and inspire and bring about change in tandem with committed members of schools. Problem statement of this research is broadly discussed in the following section.

### **1.5 Research problem statement**

According to Johnson and Christensen (2008: 56), a statement of purpose is a declaration of the intent of a study to understand a phenomenon. In this study, the research phenomenon is the perception of various educational stakeholders and most schools' principals of the importance of leaders in township and rural schools to transform their schools. This study explored the transformation of township and rural schools by engaging the leadership of the schools and the SGB chairpersons through interviews and observing interactions among the leaders.

Perceptions from civil society exist that the legacy of apartheid's segregated education policies still has an impact on township and rural schools. Challenges such as teacher dissatisfaction, the non-commitment of teachers and their frequent absence from work, low morale, poor work ethics, overcrowding in classrooms and the lack of resources are still perceived to be the legacy of the post-apartheid government (Bush, 2008:10).

The study was conducted with the hope of not only changing this perception but also exploring and explaining this phenomenon. I feel that gaps in the research undertaken before on this issue exist. The dominant gap with most of the previous research was that it dealt with schools generally and did not specifically look at challenges faced by township and rural schools. The intention of indicating the gaps in previous studies is to ensure that the explanations from this study will change the mind-set of the policymakers in the Department of Education and all stakeholders in schools about the



role played by leaders in the transformation of township and rural schools. Most importantly, I conducted this study with the intention to providing guidelines to the schools' leaders for the transformation of their schools.

Mncube (2009:178) notes that school governance, democratic principles and shared leadership are pillars of democratic schools in South Africa and will be responsible for the transformation in schools. In South Africa, after the new dispensation, the Act stipulated that for school transformation to be effective, school leadership would be distributed among principals, elected parents, teachers, non-teaching staff and, in secondary schools, students. Bush (2008:205) in this context states that school-wide leadership refers to leadership that is spread throughout the school. Rothwell (2010:102) acknowledges that a democratic leadership style is referred to as a participative leadership style which would involve what Bush (2008) refers to as school-wide leadership.

White (2003:180) argues that “schools which are not effective are as a result of ineffective school leaders”. He argues that certain elements affect school leadership negatively. These include:

- No shared school vision
- No commitment
- Lack of motivation
- Job dissatisfaction
- Non-participative decision-making processes.

According to Deal and Peterson (2016:5), successful schools have leadership emanating from many people who on a regular basis maintain a healthy culture and the progress of their schools. Moorty (2010:11) maintains that school leaders could make intelligent and informed decisions in the transformation of their schools. This study explored perceptions that school leadership in township and rural schools had to be given a significant role in the transformation of their schools. Research question as indicated in the following section assisted this study in the exploration of perceptions that schools' leadership must be given a big role in the transformation of schools.

## **1.6 Main research question**

It is against this background that the following question is posed in this study:

- How does distributive leadership contribute to effective transformation in township and rural schools?

## **1.7 Sub-questions**

In light of the question as indicated above, the problem statement is encapsulated by the following research questions:

- 1.7.1 What role do school leaders play in transforming schools?
- 1.7.2 What issues are perceived by township and rural school leaders as hindrances to transforming schools?
- 1.7.3 How do township and rural school leaders view their roles and efforts to lead their schools to transformation?

## **1.8 Research aim**

The research aimed to explore and explain the leadership role in the transformation of South African township and the rural schools.

## **1.9 Research objectives**

The objectives of the research are:

- 1.9.1 To explore the views of education experts and literature regarding the roles and importance of school leaders in the transformation of township and rural schools.
- 1.9.2 To explore the views of township school leaders regarding their roles and efforts in leading their schools to transformation.
- 1.9.3 To suggest guidelines for school leaders for the transformation of their schools.

- 1.9.4 To develop a body of knowledge for schools' leaders in the process of transforming their schools.

### **1.10 Research methodology**

According to Castle (2010:65), methodology is the name given to the process of studying a phenomenon. Castle (2010) further says that it is the overarching term that encompasses what researchers do to carry out their investigations. McMillan and Schumacher (2010:8) define research methodology as the ways researchers use to collect data.

In this study, I revealed my status as a researcher to the participants and explained that I was interested to know how they interacted with their followers. I explored the leadership culture, attitudes, norms, and practices of each of the schools.

The study took an inductive approach as I examined data without being imposed upon by the need to test the theory. The use of two schools in two separate contexts served the principle of triangulation. I obtained data from two different sources and used two methods of data collection in each school. I used interviews (which was in the form of semi-structured questions) to determine the narratives of the school leaders, and these informed me about their responsibilities in the transformation of their schools (Hennink, Hutter & Bailey, 2011:110). In addition to the interviews, I observed the activities of the school leaders and stakeholders in both schools.

Participants were given an opportunity to demonstrate the meanings that they attributed to their leadership roles in their respective schools. According to Miller and Glassner (2011:133), interviews confirmed the implications the participants attributed to their social world and their experience of it. The reason to use interviews was that I wanted to have the opportunity to listen to what the school leaders experienced in their working life. Interviews helped to determine how school leaders, especially school principals and SGB chairpersons, experienced challenges in their schools.

I used an interview guide approach to increase the comprehensiveness of the data. I utilised both participant and non-participant observation on some occasions. Cohen,

Manion and Morrison (2011:183) say that “naturalistic research is conducted in naturally occurring contexts with the researcher aiming to be nonintrusive”.

I chose to use field research in the observation of school leadership. According to Abbott and McKinney (2013:42), field research is research conducted in ‘natural’ settings where people are found. I, therefore, observed school leaders as they engaged in activities in their schools. I recorded as much as possible the behaviour of the school leaders. My observations were conducted during the contact time for school principals and community representatives and on weekends and after school for all other school leaders including the SGB chairpersons.

#### **1.10.1 Research approach**

This study used the qualitative approach as this approach was relevant for social relations between stakeholders that formed part of creating effective school leadership (Ritchie, Lewis, McNaughton Nicholls & Ormston, 2013:14). Qualitative research was oriented towards analysing both schools and it concentrated on the role played by school leaders in transforming their schools.

Qualitative research provided an in-depth and interpreted understanding of the schools and helped me as a researcher to learn about the leaders’ circumstances, experiences, and perspectives (Ritchie *et al.*, 2013:16). A qualitative approach to research aims at developing an understanding of events and individuals in their settings. I collected empirical data from two schools to acquire information about the transformation of schools.

A qualitative research methodology involves interviews, specifically semi-structured interviews. A qualitative method was suitable, as it allowed me to gain insight into perceptions about school leaders in the transformation of schools. Getting information from different sources was the strength of my research and this process, according to Gay, Mills and Airasian (2012), is called triangulation. Gay *et al.* (2012:427) define triangulation as the use of multiple methods and data sources in the study.

I spent time in both schools as a privileged observer. According to Rossman and Rallis (2012:11), qualitative research typically takes place in the natural world; it focuses on meaning and it is evolving and interpretive. I observed school leaders and meanwhile got an opportunity to watch the behaviour and activities of the SGB chairpersons and community leaders. Using a qualitative approach in this study was effective as I got to use it to focus on the contexts of the schools. The primary purpose, therefore, of using qualitative research was to acquire details about the conduct of everyday circumstances in these two schools.

### **1.10.2 Research design**

This study focussed on two cases: one school in a township and another school in a rural area of Gauteng. Unique elements of this study were that these two schools were primary schools that had significant learner numbers. These schools were deliberately selected because they showed evidence of transformation despite learner number challenges.

Tompkins (2008:4) states that researchers can design a study to characterise a single instance of a phenomenon. A qualitative approach was used to gather information from the township and rural school leaders on their roles to transform their schools. I also did interviews with school principals, SGB chairpersons and leader representatives and later concluded by “analysing data by describing interactions and developing themes” (Creswell, 2008:64).

I used an ethnography in this study to explore the behaviour of the school principals, their interactions in their respective schools and their values in achieving their objectives. Gay *et al.* (2012:421) define ethnographic research as the study of the cultural patterns of participants in their natural settings. I used ethnography to describe, analyse and interpret the culture of township and rural school leadership.

An ethnographic case study, according to Gay *et al.* (2012:26), focuses on describing the activities of a particular group and the shared patterns of behaviour that the team develops over time. This type of design was used to understand, describe, and explain school leadership in schools and how leaders respond to transformation in their schools.

Flick (2009:233) indicates that ethnographic research involves the ethnographer participating either overtly or covertly in the daily lives of people for some time to watch their daily life activities. I was visible to participants and participants knew my researcher status. The status of being recognised as a researcher, therefore, meant that I had to gain each participant's agreement for the research to continue.

I focussed on participant observation and field notes as data collection techniques. Gay *et al.* (2012) indicate that field notes provide a record of the researcher's understandings of people and events that are the focus of the research. In using field notes as my primary tool, I gave attention to the concerns and meanings of two school leaders. I engaged with the two school leaders to learn about the culture of their schools.

According to Gay *et al.* (2012), culture is the set of attitudes, values, beliefs, and practices that are shared by members of a group. They further say that an ethnographic case study is "a qualitative approach which will enable me to understand a complex issue and bring with it a familiarity with the case that no other research method can do".

As indicated, a case study was conducted in two schools where school leaders were interviewed for me as a researcher to know more about the phenomenon of transformation in schools, especially in a township and a rural school.

### **1.10.3 Site selection and sampling**

In this study, the population was that of school leaders – principals, SGB chairpersons, one departmental head, and the school's immediate community leaders – in a township school and a rural school.

The schools in the study were poor, community-driven, non-fee-paying schools. The members of the surrounding communities of both schools were generally not educated, however, both schools demonstrated the properties of good school leadership. Both schools used fundraising projects to add to the funds that were granted by the Department of Education.

I used non-probability sampling. According to Cohen *et al.* (2011:155), non-probability samples are used when a researcher is targeting a particular group. The type of non-probability sample that I used was that of purposive sampling and I relied on experience to select the sample. In purposive sampling, I specified the characteristics of a township and a rural school respectively and then I chose a school in a township and another one in a rural area that I sensed would have had these features. I defined the criteria to ensure that the school leaders, who I intended to study, served the purpose of school transformation. I chose the school leaders on the basis that they had good leadership qualities, and they reflected the perception that school leadership was critical to the transformation of schools.

Johnson and Christensen (2012:389) indicate that purposive sampling means that the researcher makes specific choices about which people to include in the sample. According to Creswell (2012:133), it is important for the selected participants to be honest in sharing and giving information that will be used by the researcher as data. I targeted a township and a rural school leader who were fully involved in school leadership decision making and who had knowledge about school issues that prevented transformation in schools.

Cohen *et al.* (2011:157) argue that in many cases purposive sampling is used to “access knowledgeable people who have in-depth knowledge about particular issues”. The sample of two schools was appropriate for this study as this sample was to provide relevant information about the phenomenon in its respective contexts.

This study, therefore, considered it essential that the school leaders who were explored consisted of school stakeholders – the school principals, departmental heads, SGB



chairpersons and community representatives. One township and one rural school principal, one departmental head, SGB chairperson and a school leader were engaged in this study through semi-structured interviews in which I investigated the challenges in the transformation of schools that leaders faced.

The importance of involving SGB chairpersons in this study was the representative of the fact that the involvement of parents in the transformation of schools is vital (Moorty, 2010). Joseph (2008:34) also shares this point of view of parent participation in the transformation of schools when he says that the active participation of parents is vital for the improvement of a school.

#### **1.10.4 Data collection techniques**

Data collection was a significant aspect of this research project. In this study, I used data from both interviews and observation of school leaders to explore the phenomenon of the transformation of township and rural schools through leadership.

According to Johnson and Christensen (2012:389), ethnography means “writing about people”. In this study, I examined the cultural characteristics of the leaders of both schools, and I actively looked at the overall culture of leadership and the effect it had on both schools. Grant and Singh (2009:404) argue that the effective transformation of schools is dependent on the culture of the schools. Regarding the observation of schools’ leaders, I got an opportunity to see and hear what was happening naturally in both schools.

Begum (2015:89) says that observation is a description of activities in the place of a study that will help a researcher to have a picture of the contextual outcome of schools. Johnson and Christensen (2008:211) define observation as the watching of behavioural patterns of people in some situation to obtain information about the phenomenon of interest. All participants knew that I was a researcher. I employed unstructured observation to record all the activities of participants.

According to Cohen *et al.* (2011:75), observational methods are used to secure data on actual contexts. Voce (2005:6) says that the primary methods of data collection in qualitative research are observations and interviews. Data were collected by observing how participants led their schools.

Bernard and Ryan (2010:41) indicate that participant observation lets one observe in a natural context and it lets one collect any data the researcher might need. Based on this reality, I also used semi-structured interviews with school leaders as an additional method of data collection. I used semi-structured interviews to obtain information about the school leaders' thoughts, knowledge, beliefs, and feelings about the transformation of township and rural schools. These semi-structured interviews collected information from participants about their practices, beliefs, and opinions.

Semi-structured interviews, according to McMillan and Schumacher (2010:344), are characterised by probes that include establishing trust with the participants. The semi-structured interview was used to capture peoples' own stories. Naidoo and Botha (2012:175) indicate that semi-structured interviews allow for gathering data in the participant's own words. Semi-structured interviews benefitted this study because a relatively open framework was implemented.

According to Cohen *et al.* (2011:457), a semi-structured observation will have an agenda of issues but will gather data to illuminate the problems systematically. Holloway and Wheeler (2010:134) consider the most common type of interviews used in qualitative research to be semi-structured interviews.

I developed an interview guide to collect data from the participants. The interview was flexible and comprised of open-ended questions. When asking questions as formulated in an interview guide, I had the freedom to ask additional questions which might not have been anticipated at the beginning of the interview. In using semi-structured interviews, I was able to probe more deeply into the given situation of both schools.

As indicated, I interviewed participants in both a rural and a township school. White (2003:75) says that in interviews there is greater flexibility. I mainly used interviews and observations of school leaders as data collection methods and most data first appeared in raw form as oral data. I, thereafter, converted the verbal data into textual form through the process of transcription.

My study did not only consider leaders within the schools but also other school stakeholders who might be considered part of school leadership. Ngcobo (2005:76) indicates that leadership may be exercised by both those with formal positions of authority and by individuals at any level or position within the school or even surrounding community who have interest and expertise. According to Ngcobo (2005:132), the notion to consider the school principal as the sole leader in a school is debatable.

By using a case study in the research, I intended to understand and explore the phenomenon of school leaders in the transformation of two chosen schools. I also observed how the school leaders interacted and worked as teams in each school to transform their schools into effective schools. I also observed how the surrounding communities supported the school leaders in the transformation of their schools.

According to Cohen *et al.* (2011:75), observational techniques are used to secure data in real settings. After the essential information about transformation in township and rural schools had been acquired, gaps in other research studies could be identified. The information gained from the study would be used to develop some guidelines that may be used by school leaders in township and rural settings to transform their schools.

### **1.11 Data analysis**

Atkins and Wallace (2012:163) indicate that data analysis is about trying to make sense of a particular social world and the relationships and practices within it. I began data analysis after collecting the information that I obtained from the interviews and

observations of leadership interactions. As I possessed a mass of data, I started the coding process of open coding where I read and re-read the body of the text.

Open coding, according to Saldaña (2013:150), is the first step of data analysis. In open coding, I suggested codes which was then followed by axial coding where I identified general concepts. Babbie (2015:398) indicates that axial coding aims at identifying the core concepts in the study. I eventually came to the last kind of coding called selective coding which led to the identification of the central category of this study.

According to Babbie (2015:398), selective coding builds on the results of open coding and axial coding. In the reading stage about the activities of school leaders, I was able to analyse and got a full understanding of data – the stage which Creswell (2012:185) refers to as “reading through all the data”.

Dawson (2009:125) lists four options of data analysis from which a researcher could choose for a study: thematic analysis, comprehensive analysis, content analysis and discourse analysis. My choice for this study was thematic analysis which is associated with an inductive approach. The reason for the choice of thematic analysis was that thematic analysis involves identifying themes that emerge from the data (Dawson, 2009:45).

Furthermore, according to Gibson and Brown (2009:129), thematic analysis aims to examine commonalities that will be discovered from the data, and which can be analysed further to pinpoint subdivisions that are found within those commonalities. The next section discusses the significance of the study.

## **1.12 Significance**

This study on the transformation of township and rural schools emphasised the importance of school leaders in achieving this phenomenon. The significance of the study led to a body of knowledge and a theory or practice of transformation at schools.

This study achieved heuristic significance. Tracy (2013:241) says that heuristic significance is the quality of research that prompts curiosity in others, moving them to perform additional investigations about a phenomenon.

### **1.13 Rationale**

This study built an argument beyond the existing literature, and it offered a new understanding of the phenomenon of transformation in township and rural schools. This research also offered practically significant research contributions through useful insight into the day-to-day life of leaders. The study of the importance of transformational leadership helped school leaders to frame the attitudes of followers to create effective schools. The findings of this study developed a foundation of empowerment for township and rural school leaders to transform their schools. The study encouraged the full participation and involvement of all stakeholders and leaders in the transformation of their schools. The study directed further investigation that may lessen issues of shared school leadership.

The perception has been that the transformation of township and rural schools into becoming like ‘Model C’ schools is entirely dependent on leadership skills (Bush, 2008:34). This study, therefore, was motivating to those interested in the transformation of township and rural schools. This study could, therefore, serve to promote the creation of effective leadership in South African schools in general and in the township and rural areas specifically, but there are limitations as discussed below.

### **1.14 Limitations of the study**

It would have been valuable for the study to cover more schools and more school leaders, however, due to the vast number of schools both in townships and rural areas in South Africa, only two schools were covered in this study. It could not be conducted to all schools, but the results will be generalised, since the schools fall under the same categories and are structured in the same way.

Data that were collected based on appointments and dates were fixed with individual participants which became a time-consuming process. Further, purposeful sampling was used, and the aim was to gain in-depth knowledge about the topic. Based on the choice of purposeful sampling, the sampling procedure might have decreased the generalisability of findings. Due to the big numbers of township and rural schools, the study was delimited to two Gauteng schools. Despite these limitations, effort was made to maintain reliability in the study.

### **1.15 Trustworthiness**

Loh (2013:1) argues that to achieve the best quality in a study, trustworthiness must first be addressed. In this study, I ensured that I enhanced its credibility both during data collection and during data analysis. According to Johnson and Christensen (2012:385), research is credible if it reflects the reality of the participants. In this study, I considered the role of ethics in how I treated participants and ensured that they understood the open-ended nature of the research process. I was bound to conduct the study in a manner that minimised harm to all participants.

To gain triangulation, I used different sources of data collection. By using various data collection methods, I had established and attained the trustworthiness of the study. Johnson and Christensen (2012:375) define triangulation as referring to collecting data from different sources. When using methods of data collection, namely the interviews and observations, I applied the technique of data triangulation.

Triangulation of methods, according to Wilson (2013:152), involves the use of different data collection instruments on the same subjects. In this study, I used interviews and observations as diverse approaches to collecting data. According to Booth, Papaioannou and Sutton (2012:171), triangulating the data may involve the use of different methods to reach the same issue with the same unit of analysis, which may include checking findings within a review across various study designs or various ways of data collection. According to Johnson and Christensen (2008), in method triangulation, the researcher uses more than one method of research in a single study. I

collected data at two different schools at different times and from different school leaders.

Credibility involved using strategies like that of prolonged engagement in the schools where I was doing persistent observation and developing trust and relationships with participants. Triangulation was used as a strategy to establish credibility and involved collecting data from the principals, departmental heads, SGB chairpersons and other school leaders, interviewing and observing. Through this, I generated credible knowledge claims about the transformation in township and rural schools.

I also included as much detail as possible of the data collected. I recorded my observations very accurately by recording them as soon as possible after the observation. As a researcher, I was charged with the responsibility of being honest and fair to my participants during all my research activities. One of my duties was to make sure that I attended to the issue of informed consent from my participants. I explained the aim of the study and the period that I would take to do the study. I also made sure that I did not put any pressure on the participants to participate. I guaranteed the confidentiality of information received from participants in both data collection methods.

Dickson-Swift, James, Kippen and Liamputtong (2007:2) say that researchers undertaking qualitative research need to be able to assess the impact of the research on both the participants and themselves. I, therefore, pledged to uphold the confidentiality of participants' responses. The objectives of the research were explained to the school leaders before their participation. Before I conducted interviews with participants, I indicated to them that they would participate willingly.

Johnson and Christensen (2008:109) say that ethical measures, which are discussed in the next section, include treating those who participate humanely by requesting informed consent from them.

### **1.16 Ethical issues**

Ethical considerations were necessary because the study was using human school leaders. According to Cohen *et al.* (2011:76), ethical issues stem from the kinds of problems investigated by researchers and the methods that they use to obtain data. I was, therefore, aware that each stage in the research sequence involved ethical issues. I was, thus, conscious of ethical implications such as those of acquiring access to those schools first and later to the individual participants – the principals, departmental heads, SGB chairpersons and all school leadership.

Huxley (2010:36) argues that a positive attitude from gatekeepers may enhance a researcher's welcoming attitude. Johnson and Christensen (2008:109) strongly indicate that ethical measures in a study include requesting participants' willing participation, humanely treating the participants, and obtaining consent before interviews are conducted. I applied for permission to interact with the participants from both the Gauteng Department of Education (GDE) and the SGBs. I asked permission from the participants themselves. When requesting for permission to do the study, I ensured that I made it clear what the terms of the agreement were, and I abided by those terms.

I considered the reflexivity of my role in both collecting and analysing data and in producing findings. For my study to be ethical, I engaged the school leaders in an honest way and with integrity. I extended my stay in both schools to get as much information as possible. To promote ethics, I informed all the participants of my research interests, and I developed a rapport with my participants.

I avoided the situation where the participants felt coerced into participating in this study. I always honoured the participants' privacy. I, therefore, abided by the terms of our agreement. All participants signed an acknowledgement form as to how the study was to be conducted.



As a qualitative researcher, I always reminded myself of gauging my work. To claim that I had a credible and ethical study, I adopted the following criteria for excellent qualitative research as advised by Tracy (2013:230):

- Worthy topic

The worthy topic, according to Tracy (2013:231), is the first criterion for quality in a study. This study, which is based on the transformation of a township and a rural school, was worthy of being undertaken as the exploration of this topic and revealed misunderstandings about the importance of leaders in the transformation of schools. In the study, the importance of school leaders to work as teams and have common objectives was emphasised and not be taken for granted.

- Rich rigour

In this study, I ensured that I collected all data from participants and from the observation of the activities of leaders to gain rigour. I spent a lot of time in both schools to gain the trust of all the participants and to get enough data that was interesting and enlightening.

- Sincerity

As a researcher, I ensured that the study was genuine by respecting the needs of participants and by being kind to them and always being honest about myself. I fostered sincerity through self-reflexivity. Self-reflexivity is defined by Tracy (2013:233) as an honest awareness of one's own identity. I, by being honest about myself, created an attitude of respect from participants. I also became frank with participants about my shortcomings. I also became transparent to the participants about how my research goals might change due to challenges that I might encounter in conducting this study.

- Credibility

According to Tracy (2010:204), credibility refers to trustworthiness and expressing a true reality. In this study, I considered analysing participants' points of view to achieve multivocality. Multivocality is, according to Tracy (2013:237), the inclusion of multiple voices. The credibility of the study was, therefore, enhanced by considering different voices.

- Resonance

I achieved depth in the study by making use of the concepts of naturalistic generalisation. Tracy (2013:239) says naturalistic generalisation is the process in which readers appreciate the findings of a study and they then apply them to their situations. I, therefore, communicated my conclusions in a naturalistic way which made the reader of the findings imagine and transfer those findings to their familiar context. Goodall (2008:65) advises that another means of attaining resonance is to write a text of academic merit. I wrote the text with the words that would make the text imaginative for the reader.

- Meaningful coherence

Tracy (2010:848) says that significant coherence must indicate whether a qualitative study has achieved a stated purpose and interconnected literature has been reviewed with methods and findings. In this study, I organised my research goals, research design and methodology. Readers will, therefore, get an understanding of this study.

- Transparency and honesty

In undertaking this study, I always considered transparency and honesty. I considered procedural ethics, which dealt with the confidentiality of information, and situational ethics, which dealt with issues that would arise in a specific context in schools. I also considered relational ethics, which, according to Ellis (2008:4), “recognize and value dignity between researcher and researched”. I, therefore, was aware of my impact on treating participants.

Johnson and Christensen (2008:101) define ethics as guidelines that will help the researcher as the product of value to be considerate of the context of the research. In this study, the context was that of two schools in different environmental situations, a township, and a rural area. The context also included the methods of data collection (observation and interviews) and the nature of participants. In summary, I engaged all the fundamental principles of ethics as indicated in the following sub-sections.

#### **1.16.1 Informed consent**

Informed consent was one of the significant ethical issues that I had to entertain. I respected the principle of informed consent that arose from the participants' right to freedom. Cohen *et al.* (2011:169) indicate that consent protects and respects the right of self-determination. They (Cohen *et al.*, 2011:167) define informed consent as “the procedures in which individuals choose whether to participate in research after being informed of facts that would be likely to influence their decisions”.

I was aware that due to ethical concerns, I had to get informed consent from the school leaders, and I was mindful of the fact that some of the school leaders might be less natural once they become aware of me as a researcher; however, I spent more time with the participants to build more trust.

#### **1.16.2 Access and acceptance**

This stage of ethical clearance was necessary for me as a researcher because I had to reveal that I was a school principal whose interest was to research the importance of township and rural school leaders in the transformation of schools. I contacted in writing the school principals, departmental heads, SGB chairpersons and the representative leaders to request their acceptance to be involved in the study. I tried my best to paint a total picture of what my research was all about; I gave as much information about the aims, nature, and procedures as well as the reason why I chose the participants as I did.

#### **1.16.3 Participants**

I considered the fact that the study had not caused pain or lack of dignity to the participants and their self-esteem was not undermined by the study.

#### **1.16.4 Privacy**

In this study, the sensitivity of the information was guarded to protect the privacy of the participants. I informed participants of their right to refuse to take part in the study, to limit the time for both participation and observation and to engage in private school behaviour without fear of my observing them.

#### **1.16.5 Anonymity**

All participants were informed that not all the information they provided was to be revealed in any way. I ensured that no names of the participants or any other means of their identification will be used in the study. I provided and guaranteed participants' anonymity in any information that they submit. De Vos, Strydom, Fouché and Delport (2012:340) advise that information given anonymously guarantees the privacy of participants.

#### **1.16.6 Confidentiality**

I became mindful of protecting participants from being identified as the sources of information. The onus was on me not to jeopardise the reputation of both schools. I limited the risk of harming any of the participants by applying for their consent and maintaining confidentiality. The participants were informed of their role in the study, and I gave each of them a written consent form for their participation. Informed consent addressed the purpose of this study, and I informed all the participants about the duration of this study.

I explained to participants that no personal gains were to be attached to the research. To ensure confidentiality, I informed participants about the purpose of the study. I also informed participants that their anonymity was safeguarded by using pseudonyms instead of their real names and codes for their schools.

### **1.17 Definition of terms**

Terms relevant to this study are defined as follows:

- Transformational leader – a morally mature leader who motivates followers' behaviours and attitudes to generate higher levels of moral reasoning in followers. This leader follows a leadership style that is distributive and that focusses on a shared vision and shared commitment to school change (Chi & Huang, 2014).
- Transformative leader – an ethnically based leader who begins with questions of justice and democracy between individual accountability and social responsibility (Leithwood, 2010).
- Stakeholders – a concept that refers to any group or individuals who have a legitimate expectation or an objective of an institution or organisation (Brundrett & Rhodes, 2011).
- Leadership – the process of directing the behaviour of others towards the accomplishment of goals. It is simply defined as the ability and potential to influence any group towards the achievement of identified goals (Marishane & Botha, 2011:7).
- Township – in South Africa, a suburb of predominantly black occupation, formerly officially designated for black occupation by the apartheid government.
- Rural – in any country, a geographic area that is located outside towns and cities.

### **1.18 Planning of the study**

Chapter One provides the introduction and background to the study, the statement of purpose, the significance and rationale of the study, the aim of the study and the methodology that is used in the study.

In Chapter Two, the literature review about the importance of school leaders in the transformation of schools is discussed. A review of the literature regarding the concept of leadership in schools and the role of transformational leadership is discussed. The model of transformational leadership is considered broadly in this chapter. Chapter Two addresses the challenges faced by ineffective schools and the role of school leaders to

transform these schools. Literature about the role of partnering as a team in school development is explored.

Chapter Three deals with the research's conceptual framework; the phenomenon of the study is investigated from a position of knowledge.

Chapter Four deals with the research design methodology that is used to explore the role of school leaders in the transformation of township and rural schools. A qualitative study design is discussed and used as the methodology. Sampling, data collection techniques and the research paradigm is discussed. Most importantly the ethics to be followed in the study are discussed in Chapter Four.

In Chapter Five, the data presentation, all data analysis, and its interpretation are discussed.

Chapter Six deals with all the findings developed from the study. Recommendations from the study are reflected for readers, schools, and the Department of Education for policy planning.

## **1.19 Summary**

This chapter asserted that school leaders played an important role in the transformation of schools and had confirmed that the purpose of the study was to explore the perceptions of various educational stakeholders and civil society about the role of school leaders to work as teams in changing schools for the better. The importance of school leaders who have shared vision and who maintain a collaborative culture in the transformation of schools had been robustly discussed.

Transformational leaders were addressed in this chapter as working towards the benefit of schools. Transformational leaders were presented as mobilisers of schools who motivated all stakeholders to radical changes. It was discussed broadly that, where leadership was shared, teamwork would be valued.

Interviews and observations had been considered as data-collecting instruments that were used in the study. This chapter had discussed that the creation of credible, ethical, and significant researcher activities would be a priority for trustworthiness in undertaking the study.

In the following Chapter Two, the literature review will be discussed to investigate the phenomenon of the study from a position of existing knowledge. The literature will add more information on exploring the perceptions of school leaders and all stakeholders (principals, school governing bodies (SGBs), managers and in some cases community leaders who are interested in the objectives of facilitating transformation) at school level in township and rural schools.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 Introduction

This chapter explores the literature about the role of partnering and working as a team in school leadership. The literature review is important as it provides guidelines for the theoretical framework of this study. McMillan and Schumacher (2010:85) argue that one of the major reasons for a literature review is to establish a link between existing knowledge and the problem of the study.

The review of the related literature attempts to summarise past research on the topic. Researchers need to consider and understand the contextual factors in which school shared leadership is embedded for a more general understanding of school transformation. The literature review helps to defend the topic of transformation in township and rural schools more specifically. In this regard, Wilson (2013:39) shows that a literature review should meet three criteria, namely:

- To present the results of similar studies.
- To relate the study to the ongoing dialogue in the literature.
- To provide a framework for comparing the results of a study with other studies.

It is against this background that this study explores literature about the perception that distributive leadership can play a role in the transformation of township and rural schools. Booth *et al.* (2012:70) indicate that the purpose of the literature search is to identify information for a research topic and to allow a researcher to design the methodology.

Chapter Two reviews the literature that deals with the transformation in township and rural schools. The chapter also discusses the role of distributive leadership that is transformational in bringing effectiveness to township and rural schools. Not enough



literature has been exclusively written about transformation by school leaders who share accountability for township and rural schools (Jansen, 2002).

The literature does reveal the influence of formal school leaders such as the principal on the transformation of schools, but there is not enough research on the transformation of township and rural schools by a shared leadership that includes the community as stakeholders. It is important to point out that most studies indicate the challenges facing school shared leadership and how leadership can move beyond the focus on individual to collective leadership that relies on the strength of relationships with all stakeholders (Stone-Johnson, 2014).

There are gaps in the literature written about transformation in schools generally and, as a researcher, I attempt to cover those gaps by using the study on the role of shared leadership in the transformation of township and rural schools to extend the literature.

The chapter is based on the argument that transformative leaders and stakeholders are important in the transformation of all schools and the relevant literature is discussed. To attempt to entertain and explore this perception, the following research questions as indicated in Chapter One will be considered for this literature review:

- How do school leaders view their roles and efforts to lead their schools?
- What roles do school leaders play in transforming schools?
- What strategies do school leaders use to deal with issues they perceive as obstacles in transforming their schools?

It is interesting to note that there is an emerging body of literature that discusses the need for transformation in schools in South Africa in general. In this study, I am fully aware that the topic of transformation in schools has been undertaken before. My focus, however, is to enhance and elaborate on the significance and the role of school leadership that is transformative and distributive, specifically as it manifests itself in transforming township and rural schools.

This study intends to specifically address the gap in the role played by distributed leadership in transforming township and rural schools. The discovery about the

ineffectiveness of township and rural schools is revealed in a study by Maringe and Moletsane (2015). However, not much research has been conducted on the solutions to resolving challenges in township and rural schools. Township and rural schools in South Africa still have many social and economic challenges that affect schools negatively. In this regard, Makiewicz and Mitchel (2014) argue that reforms to social and economic challenges are not sufficiently researched in these schools. Many South African township and rural schools still bear the scars of apartheid and are not effective schools (Van der Vywer, Van der Westhuizen & Meyer, 2014:62).

Studies have been done on the role of leaders in transforming schools; however, there is a void on the role that is played by shared and transformative leadership in transforming township and rural schools. To address this void, this literature review looks at studies that are aimed at understanding the role of school shared leadership in transforming township and rural schools.

The following sections in this chapter are important in this study as they reveal the literature that surrounds transformation in so-called underprivileged schools and the importance of school leaders in the transformation of these schools:

- Challenges in township and rural schools
- Leadership
- Shared leadership
- Distributive leadership
- Transformational leadership
- Transformative leadership
- School effectiveness
- Leadership accountability
- Leadership, attitude, and ethics
- Teamwork and school stakeholders
- School culture
- Leadership behaviour
- Leadership personality.

All the above-mentioned topics will be discussed broadly in the following sections to grasp the full understanding of the phenomenon of transformation in the township and rural schools.

## **2.2 The challenges in township and rural schools**

There is evidence that deprivation prevents effective education in township and rural schools. According to a study by Maringe, Masinire and Nkambule (2015:124), multiple deprivation refers to many factors that indicate poverty in people's livelihoods. In their study, they discovered that poverty is a common factor that both township and rural schools experience. Although poverty is discovered by Maringe *et al.* (2015) to be a common factor for deprivation, many factors prevent township and rural schools from being effective.

Archambault and Garon (2013) undertook a similar study of disadvantaged schools in Montreal, Canada, which can be related to township and rural schools in South Africa. Although Canada is one of the richest nations in the world, poverty exists in Canada's urban areas and schooling in areas such as the Island of Montreal is ineffective due to poor school leadership (Archambault & Garon, 2013). They discovered that the school leaders in the Montreal schools had a rich view of social justice, saw inequalities in their schools and intervened to fight those inequalities.

Mafora (2013:67) indicates that township and rural schools have been historically considered to be disadvantaged almost like those schools in Montreal. Research by Mafora (2013) on township and rural schools indicates a poor view of social justice. The study in Montreal confirms the need for the transformation of township and rural schools in South Africa. It is incumbent on the leaders in township and rural schools to intervene and transform their schools.

Harris (2013a:5) contends that the aim of the South African Government to use major budget inputs to raise standards in public schools and more specifically township and rural schools is laudable, but she further says that school leaders have an important role

to play in transforming schools and that effective school transformation is based on a collective endeavour by all school stakeholders.

According to Aguilar (2013:5), the American public school system is in crisis. This is the situation in South Africa. Sibanda (2017) notes that a problem that mainly affects education in South Africa is that of the decentralisation of authority in schools. The challenges in schools are not only experienced in South Africa alone. According to Ayiro (2014:32), challenges for schools in Kenya are based on the inadequate capacity of school leadership, especially school principals, inadequate infrastructural support, ineffective teams and unsupportive school culture and environment. Each of these challenges somehow relates to the township and rural schools in this study.

Day and Sammons (2013:17) indicate that generally, and globally, school leaders face common challenges in schools, including the following:

- ensuring consistently good teaching and learning
- managing behaviour and attendance
- strategically managing resources and environment
- building schools as professional learning communities
- developing partnerships beyond school to encourage extended stakeholder support
- building relationships inside the school community
- building relationships outside the school community
- emphasising common values (Day and Sammons, 2013).

It is a worrying factor that most of the schools that are situated in township and rural areas are ineffective. Most of these schools have children who live in poverty and the majority of these children have higher dropout rates (DeForge, 2015). School leaders, especially principals and SGBs who are taking on the challenges that come with struggling schools are distracted by the pressure of poor resources (Sibanda, 2017).

A study by Sibanda (2017) discovered that many township and rural schools had many unqualified teachers and those teachers were sometimes absent from school or, even if

present, would not be punctual for classes. Branch, Hanushek and Rivkin (2013:63) argue that “a school that serves disadvantaged students may appear to be doing poorly”.

Majchrzak and Markus (2014:2) say that many students experience big challenges in Edgecombe County public schools in America. Edgecombe County is a microcosm of many school districts in Carolina with high poverty rates where many schools are low performing (Public Schools of North Carolina, 2016). There is a claim that the district lags when it comes to Mathematics and Science subjects (Majchrzak & Markus, 2014). Majchrzak and Markus (2014:41) say that the significant number of African American schools in poverty-stricken areas of Edgecombe County is a formidable challenge for that school district. They further argue that “engaging and understanding the views of stakeholders in schools is essential in increasing the success of solving problems”.

According to the study that was done in England by Wilkins (2014), school reforms are inconclusive in disadvantaged schools. Transformational school leadership in England has been portrayed as ideal for reforms in these disadvantaged schools. This belief relates to this study’s portrayal of transformational leadership in South African disadvantaged schools.

Effective school leadership is needed in schools worldwide to transform township and rural schools that are usually affected by poverty. Learners in schools in township and rural areas where there are more single-guardian households with less access to services suffer the consequences. The onus is on the school leaders in township and rural schools to intervene and transform their schools (Sayed & Motala, 2012).

### **2.3 Leadership**

This study is concerned about school leaders who work in teams and in sharing leadership. Principals, departmental heads, SGB chairpersons and community leaders (street councillors in the township school and indunas in the rural school) will be viewed as team members who are engaged in interdependent leadership interactions. According

to Mendwell (2009:75), this type of team leadership will be indicative of the leaders' accountability for the outcomes of tasks in pursuit of their goals.

Northouse (2013:2) indicates that there are various definitions of the term leadership. It is very difficult to define leadership as there are many meanings of the term. This difficulty in defining the concept of leadership can only be defined narrowly to avoid ambiguity (Van Wart, 2014). An operational definition of leadership that is appropriate to the school is that it involves assessing the leaders' environment, evaluating their own performance, and achieving their goals (Van Wart, 2014).

Scholars have not reached an agreement as to how best to define the concept of leadership. Forbes (2014:152) advises that "leadership is a complex socially constructed phenomenon". Antonakis and Day (2018:12) argue that due to the complex nature of leadership, a widely accepted definition of leadership does not currently exist. Western (2019:26) says leadership is "created in our minds, converted into social roles and positions, and internalized into identities". Ali (2013:32) defines leadership as the ability to motivate and inspire followers to be innovative.

The definition of leadership in this context, therefore, means that there is no limit in schools as to who could be a leader; a principal, a teacher, a parent, even a student or any other stakeholder in schools could be the leader. Leadership should not be confused with the position held by persons in schools.

Leadership is a process and not a position (Marion & Gonzalez, 2013). They nevertheless indicate that the commonly used definition of leadership is that "it is a formal or informal contextually rooted and goal-influenced process that occurs between a leader and a follower, group of followers or institutions". Leadership is concerned with achieving a goal. They refer to leadership as a process and it comprises leaders who engage in the process of leadership. They indicate that "mere authority is not leadership". Leadership is about influence and change (Marion & Gonzalez, 2013:23).

Leadership holds the influence as well as the authority for the whole school community. It is about individuals who have special skills for creating solutions to challenges and these individuals inspire people to implement those solutions. This study deals with the role of a school's leadership team in the transformation of township and rural schools. School leaders are expected to effect change and improvements in schools.

Marion and Gonzalez (2013:12) further indicate that leadership is about influence, change and about groups that it influences to implement some sort of change in the behaviour or the actions of their members. This definition of leadership refers to the science of influencing individuals and school communities. Bush and Middlewood (2013:5) say that leadership is all about influencing peoples' actions to achieve desirable ends and they further relate leadership to management which they define as maintaining current organisational arrangements. In this study, it is nevertheless best to use the definition of leadership that indicates doing things through others.

Tannenbaum, Weschler and Massarik (2013:24) define leadership as "an interpersonal influence exercised in situations and directed through the communication process toward the attainment of a specified goal or goals". This definition applies to this study as the transformation of schools in township and rural areas has the components that the topic of the study looks for in leadership, namely:

- Interpersonal influence – where there is an attempt to affect the behaviour of others through communication.
- Situation – this is to do with the context under which leadership operates; the context in this study is the transformation of township and rural schools.
- Communication – ideas and a common vision need to be communicated among all school stakeholders.
- Attainment of a goal – this is where leadership aims to transform schools; the goal is therefore to transform schools in township and rural areas in this study.

Another definition of leadership that has implications for this study is indicated by Cashman (2017:4): leadership is a courageous, authentic influence that creates enduring value. This definition is relevant to this study of the transformation in township and rural area schools as leaders in these schools need:

- courage against vulnerability
- courage to be judged and rejected
- courage to stand for unpopular decisions
- courage to risk own safety
- courage to do the right thing (Cashman, 2017).

According to Kadji-Beltran, Zachariou and Stevenson (2013:45), school leadership is a global issue for school transformation. Leadership plays a big role in the school transformation process (Achua & Lussier, 2013). Leaders play a significant role in creating the state of mind and articulating the goals for the transformation of both township and rural schools.

From the broad discussion on the literature review, it can easily be concluded that leadership is the ability to influence, shape and embed values, beliefs, attitudes, and behaviours which increase the commitment of school stakeholders to their school's vision. Change in township and rural schools will be brought about by leadership that owns the responsibility to ensure that it is successful and that it will be done smoothly. Bell (2018) says that change takes place as a response to a problem or the perception of a group or an individual who believes that such a problem does exist.

Botha and Triegaardt (2015:156) advise that there needs to be an element of trust amongst leaders to achieve the objectives of school transformation. Braun, Peus, Weisweiler and Frey (2013:35) acknowledge that trust among school leaders will be an important factor in the process of shared leadership. According to Botha and Triegaardt (2015:156), where leadership is shared, collaboration is more effective. Botha and Triegaardt (2015:156) argue that one of the strategies that school leaders use is to ensure collaboration and subsequently improve their schools.

This study is interested in leadership that is spread throughout the school to achieve effective transformation. As this leadership type is spread throughout the school community, it must encompass both professionals and community members and will also be both internal and external to schools. Chi and Huang (2014:302) indicate that



leaders who transform institutions influence the performance of teamwork through shared targets. It is evident that for a school's transformation to happen, leadership that works as a team and will enhance shared decision making is imperative.

The literature review indicates that transformational leadership which is distributed plays a big role in providing a leadership paradigm for making schools productive (Tesfaw, 2014:909). The transformation of township and rural schools, according to Tesfaw (2014), is based mainly on how effective the distributed transformational leadership is in schools.

According to Chi and Huang (2014:302), distributive transformational leadership is a leadership style in which leaders set a common goal and shared vision and inspire followers to achieve the needed objectives. They further assert that transformational leadership influences the performance of teams in schools by determining shared targets.

Oterkiil and Ertesvåg (2014:6) also say shared decision making is required to transform schools. According to Santamaria and Santamaria (2013:52), school leaders who must work as a team must think about leadership in new and innovative ways. They indicate that this distributive transformational leadership suggests the redistribution of power wherein leaders share leadership responsibilities collaboratively with other school stakeholders. Such leaders should empower individuals to fulfil their contractual obligations (Santamaria & Santamaria, 2013). Shared leadership is distributed to all key stakeholders throughout the school.

A clear feature of distributive leadership is the sharing of leadership among the parents of the school – usually represented on the SGB – and teachers as well as students in high schools. This type of leadership, therefore, shows extension; the sharing of the accountability of leadership as a collective is discussed in the following section. Literature as discussed in the following sections indicate that distributive leadership provides supportive conditions for creativity in schools:

## **2.4 Shared leadership**

According to a Malaysian model of leadership, leaders need to have a vision and to inspire others to share the vision; this vision can only be achieved by communicating it to all stakeholders (Mendels, 2012). Township and rural schools are in contexts that require unique leadership that is innovative, and leaders will need to inspire their followers in these schools to have a shared vision that will meet the demanding challenges of their schools. Shared school vision in township and rural schools will only be effective when individuals work in teams to solve problems and work collaboratively to come up with new ideas to transform their schools.

Scheerens (2012:4) argues that a school will only be transformed and will only become effective if the leaders devote most of their time to the school's vision. This literature shows that the key to the successful transformation of township and rural schools is a covenant that comprises common beliefs that bond all stakeholders together around common themes. For a shared vision to work and be effective, all the schools' stakeholders – principals, teachers, parents, learners, and surrounding community members – must have shared goals, values, beliefs and commitments.

The literature review of research studies on transformation in schools indicate that school leaders must have a vision that will bring clarity of purpose to all leaders and all responsible stakeholders. Exceptional leaders can focus attention on vision, communicate that vision through rhetoric and their personal commitment and guide that vision into practice.

From the discussion above, it becomes clear that transformation or change in township and rural schools is accomplished through the development of a leadership team which is a cohesive group of people who work together. Roueche, Barker and Rose (2014) claim that shared vision is an attribute of a transformational leader and allows the leader to better meet the demanding challenges of township and rural school. The shared vision in township and rural schools cannot be accomplished in isolation but must be fostered in cohesive teams. Creativity among school stakeholders, who may have no formal

authority in schools, is able to improve schools through distributive leadership (Butarbutar, 2014).

## **2.5 Distributive leadership**

The focus of school leadership has globally shifted to leadership where multiple leaders are involved and have contributed to the term called distributive leadership. Shared leadership as discussed above almost resembles the concept of distributive leadership. It is therefore necessary for this study to clarify the concept of distributive leadership (Bush, 2013).

Distributive leadership is often loosely described as involving many people in decision making within the school. Mingaine (2013:45) indicates that distributive leadership involves leadership tasks done commonly by all members of a school in Kenya. This study on the role of distributive leadership in transforming township and rural schools is based on the shared vision of all transformative leaders in schools.

Mafora (2013:120) claims that the majority of South African schools in general and in township and rural areas, in particular, are not led by distributive leadership. The study by Mafora (2013) shows the fact that broad participation in decision making is an important factor that increases school effectiveness. It is important to analyse whether the distribution of leadership (leadership that requires multiple leaders) could be used as a strategy to bring about transformation in township and rural schools.

Distributive leadership provide schools with guidelines to measure perceptions in school improvement (Botha and Triegaardt, 2014:309). Leadership in this study is a collaborative one where any school stakeholder who is a responsible member of the school community will be involved in decision making about the school. Kearney, Kelsey, and Herrington (2013:332) advise that there must be trust between school leadership and parents who are serving as community leaders. Crawford (2012:56) says distributive leadership is an approach of leadership that seeks to shift from solo to shared leadership.

Bhengu and Myende (2015) also discovered in their study that synergy between the school and the community helped to transform township and rural schools. Deal and Peterson (2016:12) purport that distributive leadership leads to effective schools. A view from Harris (2013:5) is that a fundamental reconceptualization of shared leadership has the potential for school development. The transformation of schools in township and rural areas is therefore based mainly on how effective distributive transformational leadership is (Tesfaw, 2014).

This section of the study reviews the literature which is focussed on the shift where all school stakeholders form part of leadership. The study by Sergiovanni (2015:76) indicates that the vision of a school must reflect the hopes and dreams of all stakeholders in the school. He further indicates that “in order for visions to be effective, they need to be accompanied by action statements”. Although distributive leadership could be applied across all schools, this study nevertheless emphasises township and rural schools in South Africa. Township and rural school leadership, therefore, needs to articulate a clear vision that is more specific to these types of schools to achieve effective transformation.

Effective school leadership that is distributive is necessary for township and rural schools. Poor resources and leadership in schools lead to ineffective schools, which by extension leads to poor learner achievement (Branch *et al.*, 2013:58). This is when transformational leadership – as discussed in the following section – is needed.

## **2.6 Transformational leadership**

Perceptions about the transformation of schools are that only effective school leaders will successfully transform schools. As Smit (2017) says: “The time has come to unleash the power of a caring purpose and emotional labour for education to create the kinds of schools our children deserve”. Literature indicates that school leaders are significant role players in the transformation of schools.

Harris (2013:3) suggests that school transformation and improvement are more likely to occur where leaders build capacity for change. Transformational leadership deals with transformation that is beyond the school's environment (Shields, 2012). The role of these transformational leaders is to encourage followers in schools to be motivated and to work to achieve the common objective of the school. Lan and Chong (2015:25) say that "transformational leaders encourage followers to have a common vision".

The literature review indicates that transformational leadership plays a significant role in providing a leadership paradigm for making schools productive (Tesfaw, 2014:909). Since the apartheid government ignored township and rural schools, there is now a shift by the current education authorities to view all schools as the same. Transformational leadership shifts from the apartheid perception of township and rural schools' operation to realigning the existing structures and support mechanisms create effective schooling (Bush & Glover, 2016).

Henry, Townsend, Campbell, and Thompson (2014:18) indicate that few changes in leadership conditions were reported in disadvantaged North Carolina public schools. Transformational leadership became an alternative for the betterment of these schools. Research indicates that, between 2012 and 2013, 107 North Carolina schools had chosen the transformational model as their turnaround model. A study by McKibben (2013) was conducted in Southwest Mississippi in the United States and they discovered that transformational leadership practices are needed to generate positive change in schools.

Bush and Middlewood (2013:86) argue that for transformational leadership to work effectively, all school stakeholders must be engaged in activities that intend to achieve the school's common objectives. Transformational leadership is where leaders have a shared vision about their behaviour to reach a goal. A study by Barnes, Brynard and De Wet (2012:73) in the Eastern Cape in South Africa indicates that school leaders could enhance transformation in their schools if the culture of the school is shared. Transformational leadership is where leaders have shared ideas to resolve school challenges.

Transformational leaders determine methods of resolving the challenges faced by township and rural schools. They convince their followers to do the same. The qualities of a leader are vision, trust, passion, commitment, and care. Leadership works through the inspiration of followers and by attending to their needs and enabling them to be self-actualised (Chi & Huang, 2014:302). Transformational leaders will influence followers to embrace the common vision. According to them, transformational leadership is leadership in which leaders set a common goal and a shared vision and inspire followers to achieve the needed objectives.

A study by Urick and Bowers (2014:26) indicates that transformational leadership across United States schools helped to address multiple issues in struggling schools. Transformational leadership is clarified by Cheng, Bartram, Karimi and Leggat (2016:180) as effective when the leader gives attention to the developmental needs of his or her followers as well as others. Grogan and Shakeshaft (2013:57) warn that leadership is “how to be, and not how to do, as how to do is a task of a manager”. Transformational leadership is where leaders have shared vision about their behaviour to reach a goal and, through inspiring their followers and by attending to their needs, enable them to be self-actualised (Chi & Huang, 2014:302).

Transformational leaders will influence followers to share the common vision. Roueche *et al.* (2014) say that transformational leaders enact teamwork, and they empower others to act by developing a collaborative situation. Naidoo and Botha (2012:992) indicate that the leadership style, which promotes teamwork, is called distributed transformational leadership. Sadeghi and Pihie (2012:56) generated five themes that were common to all transformational leaders: influence, people orientation, motivation, values, and vision.

The literature reveals that distributed transformational leadership should have shared school vision, commitment, motivation, and participative decision making as its elements (Naidoo & Botha, 2012). Grogan and Shakeshaft (2013:56) meanwhile say that there must be a relationship among all school leaders and stakeholders to bring

about effective transformation. If implemented correctly, transformational leadership in this study will frame leaders' attitudes to transform challenged schools into effective schools.

Steyn (2013:67) graphically indicated that for effective transformation of schools to happen the model depicted in Figure 2.1 should become a priority.

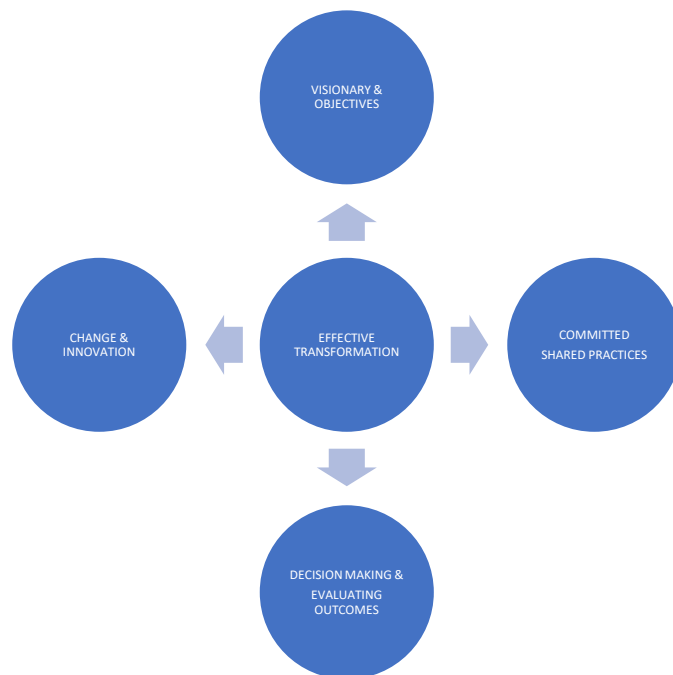


Figure 2.1: Model of effective transformation - Steyn 2013

In a transformational leadership model, a school's transformation is accomplished if a group of people understands, and shares leadership's vision and they work and move together to implement the shared vision (Sadeghi & Pihie, 2012). Malik, Javed and Hassan (2017) claim that the core ingredients of transformational leadership for employee job satisfaction are the clear vision and effective communication that co-exist with individual consideration.

Some successes have been achieved by transformational leadership in some countries. A study by Huang, Li and Wang (2014) revealed that transformational school leadership proved to be effective in disadvantaged Chinese school contexts. Archambault and

Garon (2013) discovered in their study that transformational school leadership showed a change in attitudes, beliefs, and behaviours of followers in most schools in Montreal, Canada.

Avolio and Yammarino (2013:14) indicate that transformational leadership involves a different bonding between leaders and followers; this bonding is intellectually stimulating, visionary and of high ethical standards. Castanheira and Costa (2011:180) say that transformational leadership has three functions:

- Transformational leaders serve the needs of others, empower them, and inspire followers to achieve success.
- Transformational leaders set a vision and instil trust in working with followers.
- Transformational leaders use their intellectual stimulation to empower individuals in their schools.

Transformational leaders in township and rural schools in South Africa can act as change agents as argued by Castanheira and Costa (2011:180). The literature on the roles of school leaders in the transformation of schools indicates that leaders need expertise and can only transform their schools successfully if they are aware of their role as experienced leaders.

A good and clear understanding of the roles between leaders and followers should always exist. Leithwood and Sun (2012:388) argue that there must be an affinity between the leader and the individuals who are led. They further argue that transformational leadership makes schools achieve their intended goals.

Scheerens (2012:23) says a transformational leader's task is to develop the school by bringing about a cultural shift in the school. Transformational leadership inspires a new way of thinking and a commitment to a common vision (Huang *et al.*, 2014). This section could be summarised with advice from Leithwood and Sun (2012:45) that transformational leadership for schools must be conceptualised into six factors, namely:

- common school vision



- intellectual stimulation
- individualised support
- professional values and practices
- high performance expectations
- structures to foster participative decision making (Leithwood & Sun, 2012).

Bush (2017) agrees that transformational leadership is more enduring than any of the other leadership models; however, he also indicated that there are certain limitations to transformational leadership. This leadership model was contextualised in Western contexts and not necessarily in a South African context.

It is thus important to understand that transformative leaders in South Africa must consider the inequalities of the past and assume responsibility to transform disadvantaged schools.

## **2.7 The elements of transformational school leadership**

The conceptualisation of leadership is best characterised by four key elements, namely, leadership that is cultivated by values. It must act from values to address challenges. Leadership must have a shared school vision that is cultivated through values. The second element is that leadership is rooted in a living process paradigm. This is because organisations including schools in township and rural areas are made up of people and relations between people constitute living processes. The motivational skills of leaders are important. The third element indicates that, leadership is inclusive, collaborative, and reflective. Leadership in schools empowers the leader who fosters healthy and just changes through creative means. The role of the leader is not to lead over others but to lead with others. There must be a factor of participative decision-making processes that are characterised by trust. The last element talks to the objective of the study that, leadership's positive influence is important to bring about effective change in schools, Forbes (2014).

### **2.7.1 Shared school vision**

Shared school vision in township and rural schools will only be effective when individuals work in teams to solve problems and work collaboratively to develop new ideas to transform their schools (Bhengu, 2013).

A study by Sergiovanni (2015:76) indicates that the vision of a school must reflect the hopes and dreams of all the stakeholders in the school. He further indicates that “in order for visions to be effective they need to be accompanied by action statements”. This literature shows that the key to the successful transformation of township and rural schools is a covenant that comprises common beliefs that bond all stakeholders together around common themes. In this study of shared leadership, the common vision is articulated at opportunities that are shared by all the stakeholders of the school.

In transformational leadership, all stakeholders of the school are united in the pursuit of common goals and they all shape the new direction of the school. Any member of the school community who can demonstrate a capacity to influence commitment and compliance in the behaviour of others to achieve common objectives is then part of transformational leadership.

Marion and Gonzalez (2014) claim that leadership is “goal-focussed and has an end in sight that advances the needs of the group”. For a shared vision to work and be effective, all school stakeholders – principals, teachers, parents, learners, and surrounding community members – must have shared goals, values, beliefs, and commitments.

The literature review of research studies on the transformation of schools indicates that school leaders must have a vision that will bring clarity of purpose to all leaders and responsible stakeholders. Scheerens argues that a school will only be transformed and will only become effective if the leaders devote most of their time to the vision of the school (2014:4).

### **2.7.2 Leader motivation**

A few studies on the importance of motivation have been conducted worldwide. A study by Sağnak, Kuruöz, Polat and Soylu (2015) in Turkey shows that there is a positive relationship between distributed transformational leaders and the psychological empowerment or motivation of their followers. It is noted that although leaders act under the pressures of difficult contexts, the aspirations of the communities linked to the schools are always considered by motivated leaders.

Bhengu and Myende (2015:122) reveal that in rural schools, school leaders are motivated by the involvement of their communities to drive transformation promptly. They further indicate in their findings that school leadership is extended to the local community through indigenous leaders.

Afsar, Badir and Saeed (2014) discovered that psychologically empowered employees and followers showed high levels of creative and innovative behaviour. The motivation of both distributed transformational leaders and their followers is supported by a study conducted by Xu, Yu, and Li (2012:120) in China who discovered an improvement in the commitment of nurses to their work after their psychological empowerment from leaders. Township and rural school leaders need to become motivated by owning their schools before effective transformation can occur.

Bush and Middlewood (2013:43) argue that school leaders will be more enthusiastic about change “if they own it”. It is therefore very important for school leaders to note that township and rural school leaders must be both motivated and enthusiastic about transforming their schools. According to Bush and Middlewood (2013:10), there is evidence to indicate that effective leaders must motivate all stakeholders and their followers to always do their best in their schools.

Childs, Brown, Keppell, Nicholas, Hunter and Hard (2013:55) discovered in their study that motivation on the part of stakeholders needs to be aligned to the vision of the school. They indicated that effective leadership and strategic change for schools require

motivated distributive leadership as it provides opportunities for everyone to take part in decision making.

### **2.7.3 Participative decision making leading to trust**

As indicated in Chapter One, this study does not intend to explore the role of a single teacher leader in the transformation of township and rural schools, but it will explore the role of the entire school leadership and is thus distributive in nature. According to Makiewicz and Mitchell (2014:32), school leaders – school management team (SMT), teachers, parents, and the community at large – working in collaboration with one another will naturally improve schools. This supports the view that shared leadership will play a big role in transforming township and rural schools.

Bush and Middlewood (2013:27) say that participative leadership can only be effective if there is commitment from all stakeholders and if there is development of teamwork in schools; such commitment and development is based on trust among stakeholders. It is an unarguable fact that trust relationships among stakeholders in schools are very important for the formation of an adequate and effective school environment.

Leadership that has a trust-based interaction with other school stakeholders could lead to establishing effective schools. Trust in schools could be an important factor in the realisation of a good culture (Makiewicz, & Mitchell, 2014). Effective transformation in township and rural schools which is based on the success of distributed leadership is linked to honest trust among stakeholders. Without trust among leaders in schools, transformation in township and rural area schools is not possible; there needs to be trust not only among leadership but also among teachers, students, parents and even learners in some cases (Day & Sammons, 2016).

Tschannen-Moran (2014), in her study of one Chicago (USA) school, discovered that when a school enjoyed the trust of its community and where school leaders were highly respected, those schools were more successful and created a productive learning environment. Where there is trust, people in the team seek help without fear that other

members will view them as incompetent. advises that. For trustworthy leadership to be achieved, benevolence, honesty, openness, reliability, and competency must be applied, advises Tschannen-Moran (2014).

#### **2.7.4 Influence**

Transformational leaders provide influence in their schools when they act as role models. Leaders who are transformational in nature influence followers and communities to have a collective vision to achieve their shared values that will transform their schools into even better and more effective schools.

Transformational leadership in township and rural schools is based on the ability of school leadership to influence the attitudes of followers and all other stakeholders by working together to achieve the common mission of the school. A transformational leader develops and communicates a vision and gets followers and stakeholders to commit to it themselves. These leaders bring all the stakeholders of the school in by reconceptualising all the activities of the school to create a shared reality. They involve others in the decision-making process.

Transformational leaders are responsible for influencing the thoughts and behaviours of their constituencies (Santamaria & Santamaria, 2013). Santamaria and Santamaria (2013:5) further say that leadership responds to rapid change in their schools through their influence.

### **2.8 Transformative leadership**

According to Tabensky and Mathews (2015:13), there was inequality in education concerning school resources before the new dispensation in South Africa. The culture of school leaders in former 'Model C' schools was different from the culture of leadership in township and rural schools. Township schools were created by the apartheid regime which divided schools according to different races and cultures

(Tabensky & Mathews, 2015:14). Only the school principal was considered to be the leader and the principal represented the regime.

It has been very important all along to do a literature review on the importance of leadership in the transformation of schools, especially township and the rural schools. Perceptions about the transformation of schools are that only effective school leaders will successfully transform schools. As Smit (2017) says: “The time has come to unleash the power of a caring purpose and emotional labour for education in order to create the kinds of schools our children deserve.”

The literature review indicates that school leaders are significant role players in the transformation of schools. It is therefore essential as a researcher to study literature that deals with school leaders who are transformative in nature. Harris, (2013a:3) suggests that school transformation and improvement is more likely to occur where leaders build capacity for change. Transformative leadership deals with transformation that is beyond the school’s environment (Shields, 2012). It is thus essential to understand that transformative leaders in South African township and rural schools must address the inequalities of the past.

Dantley and Tillman (2010:20) indicate that transformative leaders pose solutions for issues that generate inequalities in schools. In Israel, Jewish school leadership and Arab school systems perceived their roles as those who could bridge socio-economic gaps as Arab and Jewish education had unequal resources (Ben-Davids, 2014).

## **2.9 School effectiveness**

Many South African township and rural schools still bear the scars of apartheid and are not effective schools (Van der Vyver *et al.*, 2014:62). There is a common view in South Africa that township and rural schools have inherited a dysfunctional status. Grant, Jasson and Lawrence (2010:96) indicate that “dysfunctionality in many schools continues despite government attempts to intervene”. Weeks (2012:6) argues that dysfunctional schools may be turned around if effective leaders actively participate in

transforming those schools. Luqman, Farhan, Shahzad and Shaheen (2012:129) emphasise that for efficient transformation to occur in schools, there must be effective school leadership.

Leaders in township and rural schools are under pressure to show their determination to contribute to school improvement. For a school to be effective, its leadership need to convey its vision, facilitates good quality learning, build professional capacity within the school and connects with the school 'external partners (Hitt and Tucker, 2016).

Moletsane (2012:1) indicates that township and rural schools in South Africa still have significant challenges typical of ineffective schools. His study indicates that most studies on the challenges of township and rural schools ignore the assets that are there in those schools and which can be harnessed by implementing interventions.

Generally, schools are expected to have a clearly articulated desire for good learning and teaching. This is when the concept of school effectiveness must be understood in the teaching and learning context in schools. Township and rural schools are in the majority in South Africa and these schools endure significant public interest and scrutiny concerning effectiveness in comparison to other schools.

Cheng (2013:15) says that school effectiveness is a vague concept if school functions are not discussed. It is advisable to clarify the functions of schools before school effectiveness can even be discussed. For this study, therefore, the schools in townships and rural areas are effective if they carry out the following core functions:

- Economic functions

For an individual student, the main economic function is to get knowledge and skills training. Economic function for the school is that of a living place that extends to serving the economic needs of the community and contributes to the manpower structure in society.

- Social responsibilities

Schools serve students for their social development and at the same time look at their potential development. The social functions of schools, therefore, serve

the social needs of township and rural communities and extend to social development in society.

- Political functions

Politically, schools are a place for political socialisation as they serve the political needs of their communities and society benefits from democracy promotion and reforms.

- Cultural functions

The cultural functions of a school are where socialisation with values, norms and beliefs benefit students. Schools serve as places for cultural integration and those cultural needs serve the community.

- Educational functions

Educational functions play a great part in effective schools; students or learners are expected to learn how to develop. Schools function as quality places for learning and teaching. This function indicates that schools are expected to be seen as centres of knowledge dissemination where they serve the educational needs of the community and by extension lead to a learning society that leads to the development of global education (Cheng, 2013:40).

The main function of school leadership besides those already discussed is to maintain effectiveness in schools and to make the environment in schools conducive to learning. Leaders are to transform schools if there is no effectiveness. A qualitative study that was conducted by Barr and Saltmarsh (2014) in Wales discovered that school communities in urban and rural areas of South Wales considered school leadership to play a crucial role in improving ineffective schools.

The evidence from the literature review indicates that effective school leadership is necessary; however, in isolation, it is not sufficient for schools to be successful (Day & Sammons, 2013). There is a belief that effective schools have strategic leaders who must understand the following contexts when it comes to transforming South African township and rural schools:

- School leaders must understand that former white schools are different from historically black schools.



- There are political differences in schools and, therefore, transformational leadership must respect the unions' existence while upholding the vision and mission of their schools.
- School leaders must be critical thinkers that make informed choices for the benefit of their schools.
- To be able to communicate a shared vision and a sense of purpose, school leaders must understand the forces that influence the culture of their schools (Dimmock & Tan, 2016).

Dimmock and Tan (2016:162) posit that “reforms in schools are adopted on the premise that schools are knowledgeable about the effective ways of using schools’ resources and motivating for learner curriculum needs”. School leaders must have a vision that brings clarity of purpose to all leaders and responsible stakeholders.

A study was conducted by Odhiambo and Hii (2012) in Sydney, Australia, about school leaders who are school stakeholders and whose participative roles brought efficacy to schools. What it means for school leaders is to work collaboratively with the school community to get the desired outcomes which in turn will lead to effective schools. People who run effective schools are hard workers and committed and passionate about what they do in schools. The sheer volume of non-instructional work by school leaders is to be avoided if schools are to be effective (Bambrick-Santoyo, 2018).

Beare, Caldwell and Millikan (2018:15) warn that scholars need to be “wary of the context which produced the school effectiveness movement”. Thus, school effectiveness implies:

- that schooling should be in its current form
- a conservative way of looking at the curriculum
- reaction to redressing social inequalities
- perpetuating current practices.

This, according to Beare *et al.* (2018), is a notion that confuses the implications for school effectiveness. They, however, suggest that a better understanding of the effective school should be that “it is a culture that is based on the core assumption which is

teaching and learning that is driven by a common vision and about what the programmes in a school are meant for”.

## **2.10 Leadership accountability**

School leaders worldwide face pressure to demonstrate that they can bring about school improvement. Johnson (2013:34) indicates that reforms propel change that will help students who are usually trapped in inadequate schools to succeed in schools, especially in low-income communities.

A survey done by Johnson (2013) in American schools showed that most American public schools were of poor quality. He claimed that in American schools, accountability reforms were widespread in public schools, more specifically where school leaders were re-organising their schools in poverty-stricken areas such as Detroit and Westchester. Johnson (2013) further indicates that “most parents see schools as community institutions, and school leaders need to be accountable for the effectiveness of those schools”.

This study looks at the role of the accountability of township and rural school leaders in the transformation of their schools. According to a study by Green and Gooden (2014:932), school leaders must implement interventions that can “address out of school factors”. Leaders in township and rural schools must ensure that they foster accountability and transformation both in and out of the local context of their schools.

Full accountability of schools, however, rests with the school principal and it is mainly the principals who serve as transformational leaders as they are responsible for promoting environments that have strong relationships of trust, vision, goals, and a sense of community in schools (Khalifa, 2012). At the University of Chicago, the Consortium on Chicago School Research published a study in 2013 that highlighted challenges in Chicago school leadership (Alvoid & Black, 2014). In Denver, a school leadership framework was developed that comprised a community which helped to

cultivate the kind of leadership that was responsive to the needs of a community and helped all school stakeholders around a common vision.

It is thus clear that creating a culturally responsive school environment is a joint effort amongst all school stakeholders but that they are led by the school principal. Historically, the school leadership role of the principal in Asia was political in nature – the principal was situated in the school as the representative of the government – and there were challenges in those Asian schools (Walker & Hallinger, 2015).

In the context of South African schools, principals are still viewed and sometimes even labelled as representatives of the government. There are challenges in most of these public schools, especially township and rural schools, where leadership is weak. Most principals in these schools have later adapted and practise leadership behaviours that are associated with other leadership styles to avoid school challenges.

Bolman and Deal (2018:11) indicate that American principals and teachers are regarded as leaders in the education sector. However, the contextual factors of schools should be considered before leaders are concluded to be people who should be held accountable (Antonakis & Day, 2018:78).

## **2.11 Leadership attitude and ethics**

Webster, Mavies, Bhala and Bhebe (2012:33) describe attitude as “a disposition to respond favourably or unfavourably towards an institution or person”. Mulla and Krishnan (2012:86) advise that all distributive transformational leaders must be aware of their role to promote the ethical maturity of their followers. The onus is upon school leaders to reflect on how their leadership attitudes are developed and then to pursue transformational approaches to create effective schools.

The literature in this study indicates that all township and rural school leaders must be ethical and must have an attitude that is favourable towards their schools for transformation to occur effectively. There is evidence from a study by Day, Gu and

Sammons (2016) that shows that the ability of schools to improve is based on an understanding of the application of the shared values of the school. As much as transformational leadership is linked to the influence of followers, it is increasingly linked to values. Leaders in transformational leadership roles are expected to ground their actions in their personal values.

According to Ciulla (2014:27), ethics is about how people distinguish between right and wrong. Transformational leaders exhibit ethical behaviour that generates respect and trust and makes followers proud of their schools. Bolman and Deal (2018) indicate that several dilemmas arise from ethical conflicts in school leadership. According to Lin, Ho and Lin (2013:56), transformational leadership involves collective efforts that infuse ethical standards into followers. The moral responsibility of leaders is important in light of problems in schools that are caused by a lack of resources.

Transformational leaders should be driven by values and ethics. Ethical school leadership fosters values of sharing of ideas (Mintrop, 2012). Lawton, Rayner and Lasthuizen (2013:12) indicate that ethical decision making occurs when leaders understand that the moral elements of the decision made will lead to how things are done to influence the behaviour of people. In the context of leading township and rural schools, the values of the school leaders are a priority. To maintain and control township and rural schools' responses effectively, the ethical aspects of leadership are vital. It is incumbent on leaders in schools to develop clear and understandable values for schools to follow for their leadership to be effective. Bush and Glover (2014) indicate that moral leadership is effective only if the personal values and integrity of leaders exist. Ethical behaviour by school leaders develops the promotion of fairness within schools (Lawton *et al.*, 2013). The following section discusses the literature that relate to working as teams in schools.

## **2.12 Teamwork and school stakeholders**

The literature reveals that there is not enough research on the transformation of township and rural schools by shared leadership which includes the community as

stakeholders. This section, therefore, explores the literature about the role of partnering and working as a team in school leadership to bring about effectiveness in township and rural schools.

Sparks (2013) says that “schools rise, and fall based on the quality of the teamwork that occurs within their walls”. Township and rural schools must acknowledge that stakeholders must work as teams before the common objective of transforming their schools can be achieved.

Teamwork for school stakeholders needs not only to be based on common objectives but also to be dependent on the psychological empowerment of every individual in a team to transform their schools. Allameh, Heydari and Davoodi (2012:65) undertook a research study among school stakeholders in Abade Township, Iran to examine the relationship between psychological empowerment and transformational leadership; they discovered that there was a relationship between transformational stakeholders and the psychological empowerment of teams.

A research study in America by Wagner (2015) in North Carolina Schools showed that almost all schools that were working under team leadership were successful despite being designated as high poverty schools. The involvement of all stakeholders is essential in achieving effective teamwork and by extension transforming schools.

Shriberg and MacDonald (2013) advise that involving all stakeholders is imperative in addressing issues in institutions that need to change. According to Majchrzak and Markus (2014:41), transformation in schools is brought about by the involvement of all stakeholders who work as teams.

According to the literature discussed in this section, stakeholders within township and rural schools who work collaboratively with community leaders will change their followers’ attitudes by their words and behaviours. Sparks (2013) agrees with the idea of teamwork in schools to work collaboratively and to change stakeholders’ attitudes

and behaviour. He indicates the following characteristics of teamwork that effectively bring about change in schools:

- Clarity of purpose where there are goals that are aligned with the mission and vision of the schools and are specific, measurable, attainable, realistic, and timely.
- A team that is focussed on accountability where the team identifies potential problems and holds one another accountable for delivering on all plans as decided upon.
- A team that has effective structures, understands how decisions are made and has defined roles and responsibilities that can be shared as a team.
- A team that has an element of trust and which gives one another the benefit of doubt and engages in conflicts that are unfiltered.

School culture is very important to bring about the phenomenon of transformation in schools and a discussion about literature review on school culture will be discussed next.

### **2.13 School culture**

This section specifically discusses school culture concerning the transformation of schools and specifically township and rural schools. Different schools have their own unique cultures which may either be toxic or positive for the development of the schools. School leaders play a key role in creating a positive school culture.

School culture means how a school reflects itself on the patterns of values, beliefs and traditions that are formed throughout its history (Inuwa & Yusof, 2012:5). It is the role of school leaders to strengthen the school culture and to create a collective expectation among all school stakeholders concerning school effectiveness. It is vital for township and rural school leaders to be in consonance with the values, beliefs and traditions of the township and rural schools they lead as well as with the community that surrounds those schools.

Deal and Peterson (2016:8) argue that leaders from every level of the school play an immense role in shaping its image. They claim that the concept of culture “has history in the exploration of behaviour across human groups”. Terrell, Terrell, Lindsey, and Lindsey (2018:123) indicate that knowing one’s culture as a leader is the essence of transformation of schools. They argue that “one cannot lead change in schools until one truly understands oneself as a leader”. Culturally proficient leadership is anchored in the belief that leaders must know their beliefs and values and know about the people they lead.

Leaders in the transformation of township and rural schools, therefore, need to explore their values and beliefs in transforming their schools. The next section discusses the role played by school leadership to bring about cultural practices.

The importance of school culture as well as the roles played by school leaders in shaping cultural practices is highly considered for the effective transformation of schools. It is fitting for school leaders to reflect on how their attitudes about their leadership are developed and then to pursue a transformational approach to create effective schools. School leaders must therefore use the climate or culture which is prevalent in those schools that they are intending to transform to achieve success. This study emphasises that for township and rural schools to succeed, new cultures will be needed in these schools.

Bush (2013:14) maintains that changing a schools’ culture has to be a process that is deliberate enough to achieve the required objectives. Deal and Peterson (2016:12) indicate that leadership must be appreciative of the importance of the culture of schools to improve the schools. They further argue that successful schools have leaders who reinforce the core traditions and values of successful schools. The knowledge and understanding of a school’s culture by both school leaders and other stakeholders is essential to transform a school.

The behaviour of school stakeholders must be more accommodative to the culture that the school nurtures. Literature from the study of Deal and Peterson (2016:8) reveals that

culture within the school dictates the behaviour of all the school stakeholders. It is then expected of township and rural school leaders to ensure that the following dispositional characteristics of schools are seen and brought about by the common culture of the schools:

- Culture fosters school effectiveness.
- Culture improves communication and problem solving.
- Culture provides innovation.
- Culture kindles motivation.
- Culture focusses on what is valued by everyone (Deal & Peterson, 2016:14).

Terrell *et al.* (2018) indicate that school leaders need to know the culture of the schools that they intend to transform. They argue that transformation cannot occur without transforming the broader cultures in institutions of education. The literature, therefore, indicates that for the leadership of township and rural schools to transform their schools they need to consider changing the culture of their schools to be of a more acceptable nature.

Western (2019:29) highlights that everyone has a personal consciousness of culture. People have cultural scripts that they embody to later act out collectively as a society. Western (2019) reveals that in the United States of America, the people's cultural script has resonance with striving to better themselves. It is in America where transformational leadership rhetoric dominates the American market.

Culture is, however, a phenomenon that does not hold an agreed definition. Khalifa (2012:21) brings out that a school's culturally responsive leaders support the school climate which in turn makes the school welcoming and inclusive. It is a known factor that each school is characterised by its own culture. The accepted culture that most schools would prefer to have is one of commitment, vision, celebration, excellence, and social justice values.

For the transformation of township and rural schools to be effective, schools must have the capacity to build a strong culture. To have that strong culture means that schools



must generate shared values and beliefs and must express full commitment to their schools. It is also generally known that the creation of a common culture in schools is dependent on the presence of groups and individuals within the school who are school stakeholders. Culture that is shared by school stakeholders leads to common objectives and vision.

Beare *et al.* (2018:18) say that when a group of people shares a common view in an institution then a common culture emanates. School culture could be used by school leaders as a tool to influence followers (Turan & Bektaş, 2013). Leaders, according to Khalifa (2012:21), must have an understanding of the context of the schools that they lead. The school culture that these school leaders need to bring about includes a proactive school mind-set and the enhancement of the commitment of stakeholders; these aspects are needed for school transformation and improvement.

Walker (2012) suggests that culture is created by all school stakeholders as a collective. It is the role of school leaders to strengthen the school culture and to create a collective expectation among all school stakeholders concerning school effectiveness. Gray, Kruse and Tarter (2015:72) advise that a school's leadership could create an effective culture by developing trusting relationships among school stakeholders. These trusting relationships are achieved by implementing communication channels (Price, 2012).

School leaders are best suited to succeed in transforming their schools by improving the culture and motivation of all those who are school stakeholders (McKibben, 2013). It is fitting for the school leaders to nurture a positive culture in their schools.

Research by Arar (2012) shows that the ability of a school leader to develop a school culture that promoted the values of working as teams in schools led to achieving everyone's potential. Culture is a pattern of basic assumptions that are developed by a group as it learns to cope with its problems and is taught to new members as the correct way to think about those problems.

Leithwood and Sun (2012) examined the impact of transformational school leaders on elements that touch upon collaborative cultures, and they discovered the following to be important for promoting collaborative cultures:

- Communicating clear expectations
- Sharing instructional practices
- Developing leadership teams for evaluations
- Developing team norms and values.

## **2.14 Leadership behaviour**

For transformational leaders to achieve the common objectives of their schools, they must change their behaviour to that which will be considerate of their followers; thereafter, they must stimulate those followers to be innovative. The literature review indicates that the attitudes and behaviour of leaders need to be considered seriously. Western (2019:31) advises that most leadership texts and literature focus on leadership behaviour as the vital ingredient needed to lead their institutions effectively.

According to Moynihan, Pandey, and Wright (2013:94), transformational leaders transform their followers' attitudes and foster their commitment to the schools' mission by exhibiting inspirational motivation, idealised influence, and intellectual stimulation. Inspirational motivation means to articulate a clear vision of the school and its importance. Moynihan *et al.* (2013) advise that followers need to be empowered to ask questions which lead to intellectual stimulation. They further indicate that goals for organisations like schools need to be explicit and leaders need to communicate the desired outcomes that may be used to guide the behaviour of followers. Leaders must also build confidence in what their followers are doing.

Transformational leadership influences the power of transformative staff in institutions. Transformational leaders are models of integrity and fairness; they provide support and get followers to look beyond their self-interest. Garcia-Morales, Jiménez-Barrionuevo and Gutiérrez-Gutiérrez (2017) say that transformational leadership 'attempts' to create emotional links with followers. Transformational leaders are open, communicative, and empowering.

Empirical research on transformational leadership indicates that transformational leaders are expected to intellectually stimulate their followers and thus activate their creative potential. There is a claim by researchers that leadership behaviour creates an effect on the people whom those leaders lead. For leaders who will be responsible for transforming township and rural schools, their behaviour must be accepted and welcomed by followers. Those leaders will be the dynamics of change.

Transformational leaders create conditions in schools that sustain the acceptable performance of all school stakeholders. Transformational leadership impacts the behaviour of stakeholders and followers. The transformational leadership model concentrates on changing followers' motives and moving them to consider the ethical implications of their goals.

School leadership is also based on trait theory which later led to concerns about the behaviour of leaders. School leaders who stimulate their followers will promote critical thinking and problem solving for all who are stakeholders in schools. The behaviour of transformational leaders should show an idealised influence that will build devotion from all followers.

The literature reveals that the behaviour of leaders in township and rural schools should reflect inspirational motivation that will extend to their followers to make a significant change in their schools. Majchrzak and Markus (2014:2) demonstrate that policy reform and leadership behaviour that can change hearts is necessary worldwide to promote leadership reform. Appropriate behaviours of school leaders give focus to best practices (Yukl, 2013:31). Branch *et al.* (2013) indicate that strong school leaders are essential for school reform.

## **2.15 Leadership personality**

Although it is general knowledge that personality traits and characteristics are some of the factors that enhance leadership qualities and can have an impact on the fate of schools, it is still vital to study the factors that enhance effective school leadership.

Politis and Politis (2012) agree with this statement as they indicate that their years of research concluded that the personality of a leader plays a role in determining the effectiveness of a leader.

Krasno and LaPides (2015) use political leaders such as Nelson Mandela, Kofi Annan, and Muammar al-Gaddafi to express and define the leadership personality as an effect of influence. When discussing the effect of influence by Mr Mandela in comparison to Colonel Gaddafi, Krasus and LaPides (2015:2) identify four broad personality types apparent in leading institutions: the authoritarian personality that requires total control and obedience; the impulsive personality that shows self-confidence and independence; the delegative personality that enjoys delegating responsibilities to others; and the pragmatic personality that presents an open-ended approval to issues. To transform their schools effectively, leaders in township and rural schools must consider the context of the school to opt for one of the personalities mentioned above.

Transformation in township and rural schools needs to have a strong vision and dedicated leadership. The leadership personality traits of all those responsible for bringing about the process of transformation play a role. According to Molokoe and Ndandani (2014:140), schools in poor township and rural communities hardly get the best education. The quality of the leadership personality will help to transform township and rural schools and will in turn break the cycle of poverty and bring about better schools.

High-quality leadership is vital to achieving the desired objectives in any institution including township and rural schools. Literature from Antonakis and Day (2018:9) suggests that specific dispositional characteristics or personality traits differentiate leaders from non-leaders. The literature identified that certain characteristics of leaders transformed education and enabled stakeholders to cope with challenges in Israeli schools. This quality leadership needed to be valued by all stakeholders – teachers, learners, staff, and the community surrounding the schools.

Johnson (2017) argues that ethical leaders are more effective and those working for ethical leaders work harder; this leadership style is linked to strong follower motivation. A study by Nawi, Redzuan, Hashmi and Din (2015) about the effect of the leadership personality in Malaysia indicates that changes in the behaviour of followers relate to the personality traits of school leaders.

According to Duncan, Garcia, Carmody-Bubb and Ree (2014), the relationship between the personalities of perceived transformational leaders and their leading effectiveness has an impact on their followers' perceptions. Personal characteristics of leaders such as their abilities and personalities are the antecedents of leader behaviour. The study showed that the personality characteristics of school leadership can change the behaviour of school employees. The results of the study conducted showed that personality traits among school leadership, which included conscientiousness, openness to experience, extraversion, and agreeableness, are useful factors in predicting school support and emotional intelligence.

## **2.16 Summary**

This chapter presented the literature review that discussed the concepts of transformation, leadership, school effectiveness and the role of distributive leadership in the transformation of schools. The chapter explored the literature about the transformation of disadvantaged schools globally. It addressed the existing literature that provided a more informed view of the benefits of a transformational and distributive leadership style in the transformation of schools, especially township and rural schools.

This chapter has revealed that not much research has been undertaken in South Africa on distributive leadership (Sibanda, 2017). Although some research has been done in poor schools in Soweto, very little research has been done in rural areas. The literature reveals a gap between distributive leadership and its reality in most South African township and rural schools. There is a need for more research on leadership in South African township and rural schools; hence, the consideration of this study.

The exploration of the literature about the transformation of disadvantaged schools globally and the significant role of transformational leaders and distributive leadership in township and rural schools was discussed. The concept of distributive leadership and the understanding of it in this study was also discussed. The literature proves that to achieve performance excellence, effective school leadership at all levels must be implemented.

The chapter gives some indication of how the problem of the study, which is the role of distributive leaders in transforming their schools, will be handled. The following chapter will discuss the theoretical framework of the research.

## **CHAPTER THREE**

### **THE RESEARCH THEORETICAL FRAMEWORK**

#### **3.1 Introduction**

According to Atkins and Wallace (2012:81), a theoretical framework is configured from opinion about reality. Before undertaking a study, a researcher will have to investigate a phenomenon from a position of knowledge. The phenomenon that is intended for this study is the importance of the role of school leadership in the transformation of township and rural schools.

School leadership is crucial for the effectiveness of schools in general, but more specifically for the township and rural schools in this study. The study, which attempts to explore the role of distributive leadership in sustaining success in township and rural schools despite the challenges facing these schools, is framed on the theoretical framework as discussed in this chapter.

It is essential to discuss and indicate the theoretical framework of the study. This theoretical framework helps a researcher to identify and explore the roles that are perceived to be important for township and rural school leaders in transforming their schools (Atkins and Wallace, 2012:163).

Transformational leadership theory is also used in this study. Transformational leadership purports that leadership effectiveness is about transforming followers. Transformational leadership can influence the values, attitudes, beliefs, and behaviours of those who are followers. What it means for school leaders is the need to work collaboratively with the school community to achieve desired outcomes (Ghasabeh, Soosay & Reaiche, 2015). The next sections will discuss the theoretical framework of the study.

### **3.2 Theoretical framework**

Atkins and Wallace (2012:163) define a theoretical framework as a set of understandings about how the world works. The theoretical framework for transformational leadership will evolve from the positive experiences of school leaders who have set the ethical tone of their schools.

School leadership is based on trait theory which later led to looking at the behaviour of leaders. Leadership personality traits of all those responsible for bringing about the process of transformation must be examined. School leaders must have a vision that will bring clarity of purpose to all responsible stakeholders. Other leadership theories used in the study are discussed in the following sections.

### **3.3 The theories of leadership**

In this study, the literature review will be used to theoretically underpin the role of school leaders in the transformation of schools. Transformational leaders create conditions in schools that will sustain the acceptable performance of school stakeholders (Wang, Chontawan & Nantsupawat, 2012). Literature from Antonakis and Day (2018:9) suggests that specific dispositional characteristics or personality traits differentiate leaders from non-leaders.

#### **3.3.1 Transformational leadership theory**

Research on the transformation of schools and school effectiveness indicates that leaders are a critical factor in determining the success or failure of schools (Hallinger & Heck, 2010:100).

Transformational leadership affects improving the satisfaction of workers or followers (Wang, Chontawan & Nantsupawat, 2012). The findings in a study of Chinese schools by Liu (2013) indicated that transformational school leadership was effective in promoting the commitment of staff to change. Aguilar (2013) uses a diagram to define transformation (Figure 3.1).



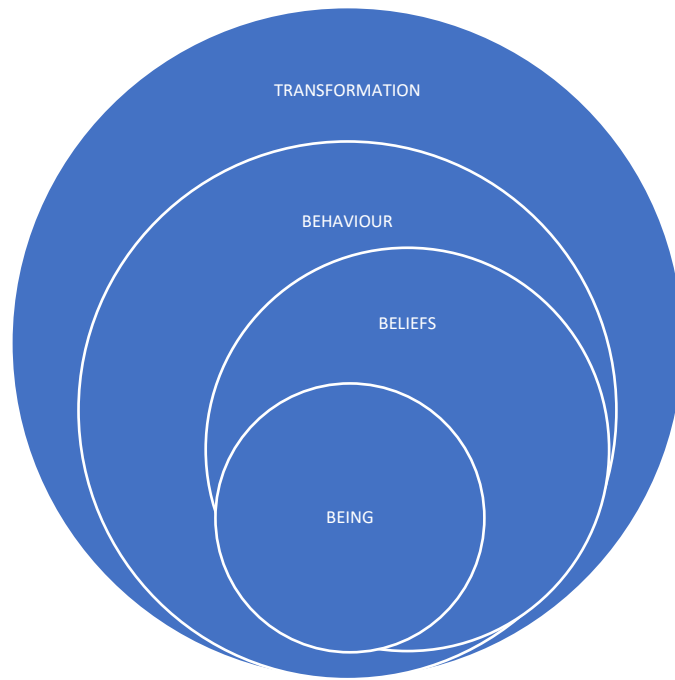


Figure 3.1: Definition of transformation - Aguilar 2013

Transformational leadership is defined by Ibrahim, Ghavifekr, Ling, Siraj and Azeez (2014:34) as a process that inspires followers to improve themselves and to improve their organisations. This type of leadership is defined by Afshari, Ghavifekr, Siraj and Samad, (2012:25) as a process that inspires change and empowers followers to achieve greater heights and, in the process, to improve themselves and their schools. This study applies the transformational leadership model because it focusses on methods that leaders can implement to achieve the objectives of transforming their schools.

The transformational leadership model involves leaders sharing their vision and also motivating their followers to achieve the desired common vision. The transformational leadership model must have leaders who can change their followers' sense of meaning to align with the goals of the leader. Followers must believe in the vision of their leaders and must make the vision their own (Marion & Gonzalez, 2013). According to Marion and Gonzalez (2013), a core responsibility of leadership is change. They indicated the elements of transformational leadership to be:

- idealised influence
- institutional motivation

- individualised consideration
- intellectual stimulation (Marion & Gonzales, 2013:167).

Transformational leadership happens when leaders influence followers to want what the leaders want and to believe and own the vision of the leaders (Marion & Gonzales, 2013:1). Liu (2013) contends that transformational leadership has the potential of raising people's commitment and performance.

Leadership is not hierarchical but is inclusive of all who wish to contribute to change and development in schools. Perceptions about the transformation of schools hold that only effective school leaders will successfully transform schools.

As there are many competing models of school leadership, this study only deals with transformational and distributive leadership. It is essential to note that if transformational leadership works, it can engage all schools' stakeholders to achieve their desired objectives in township and rural schools. The most important factor in school leadership is the development of a common vision that is based on the personal values of leaders. Successful leadership in township and rural schools must be linked to values.

Leaders need to engage everyone in their schools to achieve common objectives. Leaders in this model need to be aware of and accept that everyone in the school must have the opportunity to make decisions about the transformation of their schools. Followers in township and rural schools must emulate the behaviour of their leaders. Followers are empowered by leadership to handle all challenges in appropriate ways. Menon, (2014:78) showed that headmasters who applied transformational leadership in the Temerlo district of Malaysia transformed their primary schools positively. Bush (2012) indicates that followers of leaders commit themselves if they are valued by their leaders. This framework encourages leaders to focus on what is needed in their schools and to come up with a common vision that directs followers and inspires every stakeholder to be committed to benefiting their schools.

Grogan and Shakeshaft (2013:56) say there must be a relationship among all school leaders and stakeholders to bring about effective transformation. Transformational leadership involves a different bonding between leaders and followers; the bonding is intellectually stimulating, visionary and of high ethical standards.

According to Moolenaar, Daly and Slegers (2010:168), transformational leadership is positively associated with an innovative climate in schools and it motivates followers to do more than they are expected in their respective schools. Castanheira and Costa (2011:180) say that transformational leadership has three functions, namely:

- Transformational leaders serve the needs of others, empower them and inspire followers to achieve success.
- Transformational leaders set a vision and instil trust while working with followers.
- Transformational leaders use intellectual stimulation to empower individuals in their schools.

Castanheira and Costa (2011) further argue that leaders need expertise, and they can only transform their schools to be successful if they are aware of their role as experienced leaders.

Leithwood and Sun (2012:388) argue that there must be an affinity between the leader and the individuals who are led. They argue that transformational leadership makes schools achieve their intended goals. Scheerens (2012:23) says a transformational leader's task is to develop a school by bringing about a cultural shift in the school.

The concept of transformational leadership, according to Andriole (2007:151) emphasises the transformation of followers by leaders. The significant role of a transformational leader is to achieve performance excellence, and this must, therefore, occur at all levels of the school. Andriole (2007:152) further indicates that transformational leaders should encourage the promotion of decision making in their followers and influence ethical principles.

Lee and Chang (2006:120) maintain that transformational leaders promote employee innovation and require people to work collaboratively. It is the role of school leaders to strengthen the school culture and to create a common expectation among all school stakeholders concerning school effectiveness. A transformational school leader who is inspired by transformative leadership motivates the school community and its stakeholders to excel and articulate a meaningful vision for the school. More discussion about transformative leadership is discussed in the following section.

### **3.3.2 Transformative leadership theory**

According to Tabensky and Mathews (2015:13), there was inequality in education before the new dispensation in South Africa. The culture of school leaders in former 'Model C' schools was different from the culture of leadership in township and rural schools. Transformative leadership was therefore essential for township and rural schools as these schools were created through the apartheid regime which divided schools according to different races and cultures (Tabensky & Mathews, 2015:14). Tabensky and Mathews (2015) argue that transformation cannot occur without transforming the broader cultures in institutions of education. It is thus important to understand that transformative leaders must balance the inequalities of the past and it is incumbent on them to transform disadvantaged schools.

Dantley and Tillman (2010:20) highlight that transformative leader establish solutions for issues that generate inequalities in schools. Avolio and Yammarino (2013:14) indicate that the behaviour of leaders in a transformative situation will gauge whether township or rural school leaders will transform schools or not. Transformative leadership, therefore, plays a very important role in the transformation of both township and rural schools which have been disadvantaged since the previous dispensation in South Africa.

Sun and Leithwood (2012:419) define transformative leadership as leadership that develops into transformational leadership. Transformative leadership is not necessarily the prerequisite for transformational leadership; the two leadership styles can work together effectively. Transformative leadership will add to the importance of

transformational leadership to change poor South African community schools for the better. Transformative leadership that develops into transformational leadership which is distributive in nature is discussed in the following paragraph.

### **3.3.3 Distributive transformational theory**

Crawford (2012) argues that transformational leadership is usually about individual leadership; however, he indicates that a shift from individual to shared leadership was needed. He further indicates that distributed leadership is becoming more well-known in the twenty-first century.

Transformational leadership initiates transformation in schools. A feature of this transformation is that there is a density of leadership in the school that is augmented by leaders from the school community.

According to The Economist (2016:45), a lesson that was learnt by American and British educational institutions is that transformation occurs through leadership. Transformational leadership will work effectively if it is linked to distributed leadership because distributed leadership demands committed stakeholders and all school members must buy into the notion of transformation. For transformational leadership to be successful, distributed leadership is needed in township and rural schools. Leadership that is distributed will be more accommodative for this study.

The literature indicates that participative leadership enhances the effectiveness of schools. Participative leadership realises that schools have many issues that could be handled more effectively if all leaders were involved. There has been a shift from hierarchical leadership paradigms to a participative style of leadership to drive transformation Crawford (2012). Other elements of transformational leadership are important to drive transformation in schools and these will be discussed below.

### **3.3.4 Behavioural theory**

Trait theory has been notably utilised, however, Yukl (2013:31) suggests that trait theory be changed to behavioural theory. Behaviours of school leaders result in best practices (Yukl, 2013:31). Behavioural theory used in the study was about the effectiveness of leaders in the transformation of township and rural schools. Observation of schools' leaders' behaviour in this study was used to compile and add more information to that gained from the interviews with participants.

### **3.4 Summary**

This chapter dealt with the theoretical framework that will facilitate the understanding of the role of distributive leadership in the transformation of township and rural schools. The theories of leadership as well as the significance of transformative leadership in implementing transformational leadership were broadly discussed. The chapter provided definitions of factors that form part of transformational and distributive leadership. The need to consider using a behavioural theory was discussed as a theory that will broadly be used in the observation process. The next chapter will present the research methodology of the study.

# **CHAPTER FOUR**

## **RESEARCH METHODOLOGY**

### **4.1 Introduction**

This chapter on research methodology deals with the perception that distributed leadership in schools plays a very important role in the transformation of township and rural schools. As this study intends to be exploratory and descriptive, this chapter specifically deals with describing and discussing the methods used to collect and analyse data that relate to the role of leaders in transforming township and rural schools. Methodology guides research decisions and provides techniques to use for the collection of data.

The chapter describes and discusses the ways that were followed to gain access to the chosen sites and to interact with the participants. According to Lichtman (2012:324), research methodology is the collection of methods that guide researchers to conduct their studies.

The chapter also deals with how data were collected and analysed. Naturalistic observation and face-to-face interviews were used as methods to collect data in the township school and the rural school, respectively.

This chapter presents the research methodology that was used to gather and analyse information to answer the research question of the study as highlighted in Chapter One. In the next section, the paradigm of the research that guided how decisions were made by the researcher in carrying out the study is discussed.

### **4.2 Research paradigm**



Mathews and Ross (2010:478) define a research paradigm as a cluster of beliefs and dictates that influence what should be studied, how research should be done and how results should be interpreted.

A research paradigm is defined by Wahyuni (2012:69) as beliefs and assumptions that lead to the framework which guides a researcher's thinking. These beliefs guide the researcher's actions right through the process of the research. Research paradigms serve as guidance to this study and concern methods that are implemented and how data is interpreted (Bryman, 2012:630). In essence, it deals with the methodology that is selected to drive the research.

Chalchisa (2012:53) explains that the research paradigm helps to determine the methodology and design processes that encompass the researcher's world view. The research paradigms implemented in this study influence the philosophical position of the study about the transformation of township and rural schools.

In this study, the reality of the transformation of township and rural schools is constructed from the perceptions of the behaviour of the leaders of the schools. Wahyuni (2012:71) argues that, since perceptions of people are subjective, social reality will change over time.

Paradigms that were chosen in this study influenced my philosophical position and I chose to use a qualitative research methodology. For the purpose of getting as much data as possible to ensure a thorough investigation of the phenomenon, two elements – social constructivism and interpretivism – were used.

This study is nested in social constructivism. Santrock (2011:132) indicates that social constructivism emphasises the belief that knowledge is constructed if individuals talk and interact about shared tasks. The purpose of choosing social constructivism as a paradigm in this research was to highlight the importance of consulting and interacting with all the stakeholders of schools to get a full understanding of the forces that are at play within school transformation to transform township and rural schools. By

understanding the forces within the school environment fully, I will emphatically be able to understand the leadership of the schools and will later construct knowledge that will be based on that understanding.

According to Denzin and Lincoln (2011:110), the social constructivist paradigm directs realities that are social constructions that take place in the mind. This paradigm is based on the fact that people are engaged in their realities, and they make sense of their reality through a social perspective. Ontology is the element of this research paradigm which is concerned with reality which Neuman (2014), argues as the real world which exist independently of human beings. Ontological beliefs were about the reality that were discovered through the answers to the research problem. The constructivist perspective enabled me to gain an understanding of how the activities of leaders came about in social interaction. The contributing factors within communities were considered when interviewing and observing participants.

The social constructivist paradigm features in the literature discussed in the previous chapter. Distributed school leaders are embedded in relevant social communities. These factors resulted in the choice to use social constructivism as one of the paradigms.

After getting a grasp on the importance of the roles of the leaders of the schools in the transformation of their township and rural schools and by using social constructivism as discussed above, an interpretivist paradigm was next to be used in the study.

Epistemology was the element that was used in knowing the world of the participants. Neuman (2014) says epistemology is an area which is to do with the creation of knowledge. Information from the literature which was discussed in Chapter Two about this phenomenon of transformation in township and rural schools also motivated the use of the interpretivist paradigm. Potokri (2016:54) agrees that qualitative research is aligned with the interpretivist paradigm.

De Vos Strydom, Fouché and Delport (2012:8) say: “Interpretivism maintains that people are engaged in the process of making sense of their world and continuously

interpret, define and justify daily actions.” Interpretivism helped me to observe the school leaders in their natural settings and to discover and know their daily experiences, beliefs and values. It was therefore proper that the interpretive paradigm was chosen as one of the paradigms for this study because as I observed the phenomenon, I interpreted what I observed.

The interpretivist approach helped to provide more information about the participants and in-depth information about their schools (Thanh & Thanh, 2015:26). As the study involved the leaders of schools, who were chosen purposefully for the interview, and observations of the environments of the schools, the intention was to use the interpretivist paradigm to obtain reliable data. Using the interpretive paradigm enabled me to understand the social world of school leaders fully and to understand why leaders are perceived to be important role players in the transformation of township and rural schools. Axiology refers to how I as a researcher defined and understood concepts of behaviour relating to the research (Kivinja and Kuyini, 2017). I as a researcher provided a balanced axiology through the understanding of the role my values had on the collection of the data and the reporting on the findings. Kivinja and Kuyini argue that a researcher must provide a balanced axiology (2017: 27).

The philosophical underpinning of the study was based on social constructivism and interpretivism as the linking paradigms that led to the framework which guided the thinking of this study. These two paradigms served as guidance to this study concerning the methods that were implemented to collect data and to interpret it. I illustrate the links between the two paradigms which led to achieving the objectives of the framework as discussed in this section as follow:

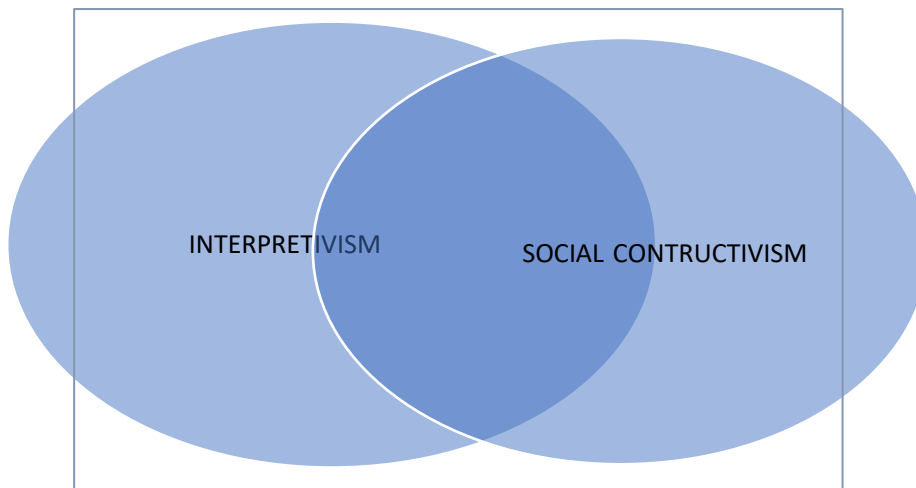


Figure 4.1: Linking of two paradigms

The research approach to study is discussed in the following section.

### **4.3 Research approach**

This study is based entirely on a qualitative research approach as the leaders in schools are people who are actively participating in the real world. This study was conducted in a natural school setting. Merriam and Tisdell (2015:3) agree that a qualitative approach is appropriate when used in the natural setting of actors. In this study, the actors were the leaders of schools in township and rural areas.

Braun and Clarke (2013:24) confirm that a qualitative research approach helps a researcher to have a deeper understanding of a phenomenon in its natural setting. Silverman (2013:53) supports the statement that qualitative research gives an understanding of the participants' attitudes and experiences of their "social world". The qualitative approach is a method that allows researchers to rely on the views of participants to describe their experiences and to analyse the words or texts as collected in the study (Creswell, 2012:3).

Creswell (2012:37) mentions that qualitative research explores how people behave and express their feelings about their real lives. This approach helped in this study as it

focussed on the evidence about what school leaders did in their schools and enabled me to interpret and understand my observations (Jackson, 2012:86). I could relate the life story of school leaders in township and rural area schools.

Creswell (2014:113) says that the qualitative approach is used to examine an incident in a location where the focus is on understanding the social incident holistically. This approach is all about understanding the behaviour of people. By exploring the participants' beliefs and experiences, I had a strong conviction that the use of a qualitative approach could lead to successfully achieving the objectives of the study which were to explore the phenomenon of transformation in township and rural schools.

The next section deals with the research design for the study.

#### **4.4 Research design**

This section describes how the study proceeded to accomplish its investigation of the problem. Leedy and Ormrod (2013:74) indicate that a research design provides a procedure for a researcher to collect and analyse data. Bogopane (2013:222) says that a research design is used as a strategy to address a research question. In this study, the research design answered the questions that were raised about the role of school leaders in the transformation of township and rural schools.

The research design for this study is a case study. Creswell (2012:97) defines a case study as a research design that enables the researcher to explore the experiences of the research participants or organisations. Creswell (2013:143) refers to a case study as “a qualitative approach where the researcher explores real-life over time”. Merriam (2014:40) defines a case study better when she says that it is a strategy to do research that involves the investigation of a phenomenon in its real-life context.

The behaviour of school leaders in their respective schools and contexts was studied. Rose, Spinks and Canhoto (2015:1) list the features of a case study, namely:

- In-depth study of a small number of cases
- Cases that are studied in their contexts
- Cases that occur naturally
- Data collected through interviews and observations.

This study included multiple case studies as two schools were sampled. All school leaders from a township and a rural school were considered as samples for a population representative of all non-fee paying public ordinary primary schools in Gauteng. According to Wahyuni (2012:17), the choice of using multiple case studies is to enable the comparison of revealed practices.

Qualitative case studies serve as road maps when carrying out a study. Creswell (2014:12) indicates that research design gives direction to the procedures that researchers need to follow in a study. For this study, the phenomenon under investigation was the perception that the leaders of schools play an important role in the transformation of township and rural schools.

A qualitative case study research design was used to collect data in two schools. By using a case study, the plan of action was to collect and interpret data based on the explanations about the role played by school leadership in the transformation of township and rural schools. I used the case study design to investigate the research problem through the performance of the tasks (observation and interviews) that led to understanding the problem (Joubert, Hartell & Lombard, 2015:33).

Detailed information was collected using observation and semi-structured interviews with school leaders over a period of time. This research design enabled me to address the problem of the study and provided a procedure for me to collect data and to analyse it. The interpretation of data was enabled by using a theme process.

According to Merriam and Tisdell (2015:24), researchers describe and interpret all attitudes and thoughts that come to the fore when collected through interviews and observation. Grasping a full understanding of the research design played a vital role in making choices that work.

Savin-Baden and Major (2013) state that a qualitative inquiry is a research design which “assumes a holistic perspective where the research problem is investigated and reported”. Creswell (2013:45) indicates that this design attempts to give answers to research questions through the data that is received from the experiences of the participants. This design enabled me to acquire detailed information about the phenomenon of transformation in the chosen schools.

The inquiry approach in this study was a narrative inquiry into school leadership in Gauteng Province, South Africa. Narrative inquiry is a type of qualitative design that serves as a way of understanding experience as well as a research methodology (Slater, 2011). As this study dealt with the perception that distributed school leadership has a significant role to play in the transformation of township and rural schools, the inquiry was applied to settle curiosity about the perception. The inquiry then extended to question the leaders themselves about their roles in transforming their schools.

Different research designs relevant for researching the problem of the study were discussed in this section and what follows in the next section is a discussion on the methodology of the study.

#### **4.5 Research methodology**

As a researcher, I needed to know which tools and procedures to use in the study of the role played by school leaders in the transformation of township and rural schools. This study of township and rural school transformation would be made systematic and purposeful through research methodology.

De Vos *et al.* (2012:109) advise that a good research methodology should explain details of the research in a way that “if another researcher or another interested person wants to follow it, he or she would be able to do the same as the original researcher had done”. As this study intended to develop a deep understanding of the phenomenon of the transformation of township and rural schools, a qualitative approach was used. The choice of using the qualitative approach in the study was to examine and understand the situation in these schools.

The next sections present the population and sample.

#### **4.5.1 Population**

Johnson and Christensen (2012:257) say that population refers to the large group of people from whom the research wants to generalise. It was thus imperative for me to be clear on what the population of the study was. The population for this study comprised of all non-fee paying public ordinary school principals, SGB chairpersons, parent leaders as well as SMT members. Since this population was too large for the study, sampling was then adopted.

As the study used a case study as the research design, purposeful sampling was chosen as the sampling strategy. Sampling was done by selecting individuals who were knowledgeable and had rich information about the phenomenon that was under investigation.

#### **4.5.2 Sampling**

Before I chose the sampling design, I considered a number of key aspects in sampling, namely the sample size, the access to the sample and limits of the sample (Cohen, Mannion and Morrison, 2018). Appropriateness of the sample were the major factors that guided my sampling procedures, since quality research is concerned with the quantity of data (Struwig and Stead, 2013). Two non-fee paying public ordinary schools were sampled from all non-fee paying public ordinary schools in Gauteng, South



Africa. One school is in a rural area while the other school is in a township area. As Gay *et al.* (2012:142) indicate, purposeful sampling is used for studies that focus on a few cases. The schools were chosen purposefully for this study. Both schools were selected as observation sites. Participants were selected purposefully from the sampled schools.

Data received from both schools were compared. According to Saunders, Lewis and Thornhill (2012:130), sampling is done to select a sub-section of the population of interest. There is a perception that the lack of generalisability to a larger population is a drawback (Babbie, 2013:128) but this aspect will be covered in the trustworthiness process.

McMillan (2012:95) claims that a sample means “a group of participants is collected for a study”. When choosing sample sites, it was important to consider and to be sensitive to the specific contexts of the schools. The study was sensitive to the fact that leadership in different schools served in different contexts. The study targeted information-rich participants who were knowledgeable and who were very informed about transforming their schools. The sampled participants (school leadership) are profiled in Table 4.1 and Table 4.2.

<b>RURAL SCHOOL</b>	<b>Participant A [School Principal]</b>		<b>Participant B [SGB Chairperson]</b>		<b>Participant C [Community Leader]</b>		<b>Participant D [SMT Representative]</b>	
Sex	Female		Male		Female		Male	
Age Groups	46 – 65 Years		46 – 65 Years		46 – 65 Years		25 – 45 Years	
Highest Qualifications	Matric	Tertiary	No Matric		No Matric		Matric	Tertiary
Period in Leadership	More than 10Years		Less than 5Years		Less than 5Years		More than 10Years	

**Table 4.1: Profiles of rural school participants**

<b>TOWNSHIP SCHOOL</b>	<b>Participant A [School Principal]</b>		<b>Participant B [SGB Chairperson]</b>		<b>Participant C [Community Leader]</b>		<b>Participant D [SMT Representative]</b>	
------------------------	---	--	--	--	---	--	---	--

Sex	Male		Male		Female		Female	
Age Groups	25 – 45 Years		25 – 45 Years		25 – 45 Years		25 – 45 Years	
Highest Qualifications	Matric	Tertiary	Matric		Matric		Matric	Tertiary
Period in Leadership	Less than 10Years		Less than 5Years		Less than 5Years		Less than 10Years	

**Table 4.2: Profiles of township school participants**

These leaders were selected because they were regarded as having first-hand information on how to deal with the transformation in their schools. Purposeful selection was therefore adopted to ensure that each participant in their respective constituency was selected based on their exclusive position and experience (Check & Schutt, 2012:104). After sampling was determined, data collection instruments needed to be chosen. Interestingly, participants from the rural school were generally older than in the township school and had more leadership experience with lesser qualifications.

#### **4.5.3 Data collection**

After completing the sampling phase in the study, the data collection phase received attention. In the data collection process, data were sought from the information-rich participants identified in the two schools. The study used two methods, observation, and face-to-face interviews, which were qualitative in nature to acquire answers for the research problem.

The qualitative case study data process started with the literature review which saw the systematic identification of all information related to the research problem. This was followed by site visits to both schools; detailed notes about infrastructure and culture were made and the behaviour and attitudes of leaders were observed. Observation of how school stakeholders interact with each other was also conducted.

The data collection instruments that were used in this study are discussed in the sections that follow.

##### **4.5.3.1 Interviews**

In this study the interview protocol was developed based on the choice of questions that were influenced by literature. Interviews were used to allow participants to talk in detail about their problem under study and they allowed for a greater flexibility (Patton, 2014). Interviews were done at a convenient time and place as negotiated and agreed upon with participants. The questions were open-ended and included those about understanding the role played by participants. The individual interviews were done in English, as the principals confirmed that all leaders in the schools conducted meetings in English. Brundrett and Rhodes (2014:78) advise that it is advisable to use individual interviews in schools as schools have social contexts. Interviews elicit insight and understanding of participants (Patton, 2014). Interviews gave me as a researcher an opportunity to see the world from the participants' viewpoint.

Some leaders were easily available, for example, those (SGB Chairperson and another parent) who accompanied learners in the GDE sponsored buses at the rural school. According to the information I obtained from the principal, all participants in the township school lived near the school and they frequently visited the school which meant that participants in the study would not experience transport problems. Principals and SMT representatives were easy to access at school as they permanently work there, and they agreed to be interviewed after contact time at the schools.

Semi-structured interviews were used in this study for the exploration of the perceptions that school leadership played an important role in the transformation of township and rural schools. The semi-structured interview was used where I used an interview protocol that served as a guide for the interview process (Hays and Singh, 2012:239). By using interviews, I gave participants an opportunity to describe their personal information in detail which allowed for an exploration of the meaning that participants attached to their lived experiences, and consequently added value to the study.

Observation, which is another data collection tool in this study, is discussed in the following paragraph.

#### **4.5.3.2 Observation**

Observation in this study was used to compile and add more information to that gained from the interviews with participants. Creswell (2012:213) indicates that observation is a technique of recording impressions about the environment. Observation provided information about what happened in schools and how school leaders interacted in achieving transformation in their schools.

The research used unstructured observation as one of the data collection methods. Unstructured observation of the environment of the schools and the behaviour of school leaders was essential in the interpretation of the study's findings. Terre Blanche, Durrheim and Painter (2013:311) agree that unstructured observation is necessary in that "the researcher does not only note down what is directly seen but also notes the peripheral context in which the observation occurs".

Non-participant observation was used to observe the behaviour of school leaders when performing activities in their schools. Creswell (2012:213) says that observation is a technique of recording real-world situations to get information for the verification of research. I was an unobtrusive observer in the study, observing school leaders without actively being part of the leaders' activities in the process.

During the observation, I was interested to see and check the feelings and activities of school leaders in implementing their leadership roles and to experience how they communicated with each other. Non-participation observation was carried out during meetings – as I was given permission to attend and observe at least one leader meeting – and after meetings were held.

The observation notes that were kept were also very significant in achieving triangulation for this study's rigour. These observation notes, which were recorded in different contexts and at different times, were compared with interview data from the participants at the data analysis stage; triangulation for this study could subsequently be achieved.

#### **4.5.4 Triangulation**

Triangulation, according to Wilson (2014:74-75), refers to using multiple approaches when collecting data for a study. Data triangulation, which leads to achieving credibility, was gained using observation of the environments of the schools and the behaviour of the leaders as well as by the interviews with the participants. Data triangulation is further discussed in the trustworthiness section which follows.

#### **4.6 Trustworthiness**

According to Babbie, (2015:278), trustworthiness has four constructs: credibility, dependability, transferability, and confirmability. These constructs are referred to by Bryman and Bell (2015) as trustworthiness criteria. As a researcher in a qualitative study, I was aware of the issues that surround credibility, transferability, dependability, confirmability, and validity in establishing the trustworthiness of a study. The following paragraphs discuss the trustworthiness criteria that are used in this qualitative study.

##### **4.6.1 Credibility**

Credibility is defined by Anney (2014:276) as “the confidence that can be placed in the findings”. Bryman and Bell (2015) define credibility as the evaluation to see how believable the findings of the research are.

In this study, I was patient with school leaders when interviewing them. The views of the school leaders were sincerely expressed, and all the information captured corresponded with what happened in each of the contexts of the schools. A true account of the findings of the role of school leaders in the transformation of township and rural schools was produced in this study. The fact that the study was done in different schools with different contexts gave credibility to the study.

Another way to achieve credibility is using research methods that are well established and include the consistent selection of samples to achieve an appropriate response to the research problem. Credibility was also achieved in the study by using different methods (observation and interviews) of collecting data.

Using different methods to collect data in the study led to data triangulation. Data triangulation, which ensures the achievement of credibility was gained by observing the schools and the behaviour of the leaders as well as by interviewing some of the participants.

Wilson (2014) says that triangulation – by using more than one approach when collecting data – helps to get richer data that will confirm the results of the research. According to Wilsons' (2014:56) definition, triangulation was achieved when different approaches were used and included different times for data collection, different places from where data were collected as well as different participants from whom data were collected.

#### **4.6.2 Transferability**

Maulana and Helms-Lorenz (2016) indicate that transferability evaluates how research findings can apply to other contexts. In this study, results were applied to both township and rural non-fee paying public ordinary schools in Gauteng. Transferability was gained when different schools with different contexts were used for transferring data.

Anney (2014) agrees that transferability is achieved when results can be transferred to another context. Purposeful sampling was hence used strategically in this study to eventually achieve transferability. Schools were sampled in such a way that there were convincing and relatable findings from the study. Enough data were available to ensure that the researcher could compile a thorough description.

#### **4.6.3 Dependability**

When qualitative research is used, the behaviour of school leaders may not be static due to conditions and contexts that exist in different schools. The same results may therefore not be obtained for the findings. To close this gap and to gain dependability, I provided honest information on how data were collected and on how data analysis was conducted in the study.

#### **4.6.4 Confirmability**

Confirmability involves bias from a researcher that could undermine the results of the study (Galdas, 2017). Research bias by a researcher can easily defeat the trustworthiness of qualitative research such as this. To achieve confirmability in this study, I ensured that the ideas were from those interviewed and not reflective of my ideas. I used open-ended questions in interviews to limit bias.

Confirmability was also achieved when data received from both observation and the interviews of the participants were presented. Presenting full details served as convincing evidence and led to the findings. I also kept a neutral stance when considering all the responses of the participants and in doing so I distanced myself from bias.

As already discussed in the credibility section, confirmability was attained by using different methods of data collection which led to the triangulation of the study. Triangulation is an attempt to compare two or more methods of data collection (Struwig & Stead, 2013:17). Triangulation, according to Wilson (2014:74-75), refers to using multiple approaches when doing research. Different approaches, namely observation of two different schools and interviews with different participants, were used to collect data at different times.

#### **4.6.5 Validity**

De Vos *et al.* (2012:172) define validity as “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration”. As this study

is qualitative in nature, it has been adapted to have descriptive, interpretive, and theoretical validity.

Descriptive validity refers to the accurate and correct use of the factual aspects of data (Seixas, Smith and Mitton, 2018). In descriptive validity, the report as narrated by the leaders was factual and truthful. Validity in this study was therefore achieved by applying information that was realistic and believable. Interpretive validity on the other hand was achieved when I attached exact meaning to the report by having a clear understanding of what happened in the world of school leaders when they attempted to transform their schools. Interpretive validity is the degree to which the research methodology measures what it claims to measure (Arnett, 2016). Lastly, theoretical validity of research and its results are important elements to provide evidence of the quality of research (Hayashi, Abib and Hoppen, 2019). Theoretical validity was proven when the information that I had obtained from the themes that appeared from the data later resulted in obtaining an answer for the study.

All the ethical considerations of this study are discussed in the following section.

#### **4.7 Ethics**

Vogt, Gardner and Haeffele (2012:227) define ethics as the responsible behaviour of researchers towards their participants when undertaking their research. Ethical principles were fully followed by this researcher before undertaking the study on the transformation of a rural and a township school by school leadership. Saunders *et al.* (2012:159) advise that in the research design the questions and objectives of the study should be answered through analysis and interpretation of data collected ethically.

As this study involved people, there were bound to be risks if it were not undertaken with an awareness of ethical issues; however, all the processes as indicated by Saunders *et al.* (2012) were undertaken ethically. It was not only the prerequisite of the University of South Africa but also of the GDE that, before the study was undertaken, ethical



clearance needed to be obtained. As a researcher, I was therefore very careful to ensure that ethical issues did not in any way affect participants and research sites.

Research tools such as observation schedules and interviewing questions as well as consent letters from participating schools were submitted to the Unisa Ethical Clearance Committee for approval. After approval from the Ethical Clearance Committee, I employed ethical considerations which included informed consent, ensuring the anonymity of participants and the confidentiality of data, which will be discussed later.

Creswell (2014:23) brings out that researchers need to ensure that they respect the research site. In conducting this study, all data collection instruments and interaction with the participants were properly conducted. Babbie (2013:32) says that ethics takes note of “what is proper and improper in the conduct of scientific inquiry”. It is generally known that obtaining permission from authorities to enter and to conduct any practice on anyone’s property is a very important ethical principle. Permissions from the respective schools were granted by both the principals and the SGBs.

Cohen *et al.* (2013:84) define ethics as the acknowledgement that the researcher needs to respect the rights of the researched, access to sites as well as the anonymity and confidentiality of individuals in a study. Obtaining consent from the participants, maintaining their anonymity, and obtaining permission to undertake this study were considered to be of paramount importance. The privacy of all participants was a priority in this study. Creswell (2012:170) emphasises that the privacy of participants is a basic ethical principle. All expected ethical principles were strictly adhered to in this study and all efforts were made to avoid any breach thereof.

As a researcher, I knew I needed to have permission for conducting the study, thus letters that served as communication tools to that effect were sent to participants. Requests for permission to enter the schools were directed to authorities and those requests described the objectives of the study. Permission and consent meant that I directed permission letters to the GDE, district offices and the schools. Consent forms were given to all those who were participating in the study.

The consent forms clearly stated that to participate in the study was a voluntary exercise. Participants were informed of their right to withdraw from participating and to refuse to answer or to skip questions that they felt would compromise their privacy. In schools where interviews were conducted, participants gave their consent and participants signed consent letters before the interviewing process commenced.

Self-determination was one of the ethical principles that were applied in this study. Participants were made aware of their rights to refuse to take part in the study or even to withdraw at any time if they wished to do so (Check & Schutt, 2012:57). Once the information was received from participants, confidentiality was openly promised to all of them.

To maintain confidentiality and anonymity, I used terms that were general and were not specific to a certain institution or individual such as township school, rural school, principal, head of a department, chairperson, and a leader; the schools were referred to as school *a* or school *b* and the participants were referred to as A, B, C, or D. This was to ensure the privacy of participants and to ensure that their names and the names of their schools were not mentioned in the study.

Avoiding elements of bias on my part was of the utmost importance. This study did not entertain any of the elements of bias at all; reporting was done with honesty, and it was not influenced by personal interest (Creswell, 2014:279). The study applied ethical principles in all its processes including the data analysis process as discussed in the following section.

#### **4.8 Data analysis**

Cohen *et al.* (2011:537) say that qualitative data analysis involves “organising and explaining the data”. I made sense of the information that was acquired from both observing and interviewing the leaders of the two schools. From the data that I obtained,

I noted patterns, themes, and categories. I analysed the data per observed cases, individual by individual, and later I amalgamated the critical issues that emerged from all the data.

Coding was then applied to reduce the massive amount of data. According to Flick (2014:373), coding is a process of labelling and categorising data as a first step in the analysis. In analysing the qualitative data, I systematically used a coding framework, which was developed after preliminary readings of some of the transcripts. The framework was implemented in the analysis of the interviews that I carried out with the school leaders of the two schools.

I implemented thematic coding which is a form of analytical coding that involves the search for thematic patterns in the coded data. The process linked together the categories that were developed through the process of open coding. The focus of this process was on the codes. Boeije (2010:77) indicates that qualitative analysis consists of “cutting data up to put it together again in a manner that seems relevant and meaningful”. I analysed data by describing interactions and developing themes (Creswell, 2008:64).

Newby (2010:467) refers to coding as “the transaction of data received to categories for analysis”. Coding made it easier for me to identify similar information. As I obtained information by using grounded theory, I used the data from the interviews with school leaders and the observation of the environments of the schools. I studied the data by sorting and synthesising it through coding.

Newby (2010:491) says that grounded theory is an approach to social science research that makes use of coding as a means of getting information from data. I used grounded theory because of the gaps in the scientific field of the study of the transformation of township and rural schools.

In this study, all data were presented systematically and organised into meaningful units during the data analysis process to interpret their meaning. Hashemmezahad (2015:60)

defines data analysis as a process of interpreting results from collected data. Data analysis is a presentation of all data or information to reflect the acquired information and to interpret the meaning of a study.

Data analysis in this study started with data-gathering. All data were immediately analysed as it was obtained either from observation or interview processes and throughout the research process. According to Creswell (2014:124), data analysis should take place immediately after the collection of data. Data was therefore analysed from observation notes and interview transcripts as received from the participants and observation of the schools.

Content analysis was adopted later in this process to create themes from the data. Content analysis is one of the most important research techniques in the social sciences that could be used for analysing data and interpreting its meaning (Krippendorff, 2018). Thematic analysis was applied as a method to analyse all data which later helped to identify patterns that led to categories. This process of data collection through grouping together similar codes led to the appearance of themes. In thematic analysis, data analysis is done inductively, which meant that I analysed data without any predetermined theory. Braun and Clark (2013) graphically represent thematic analysis in six phases (Figure 4.2).

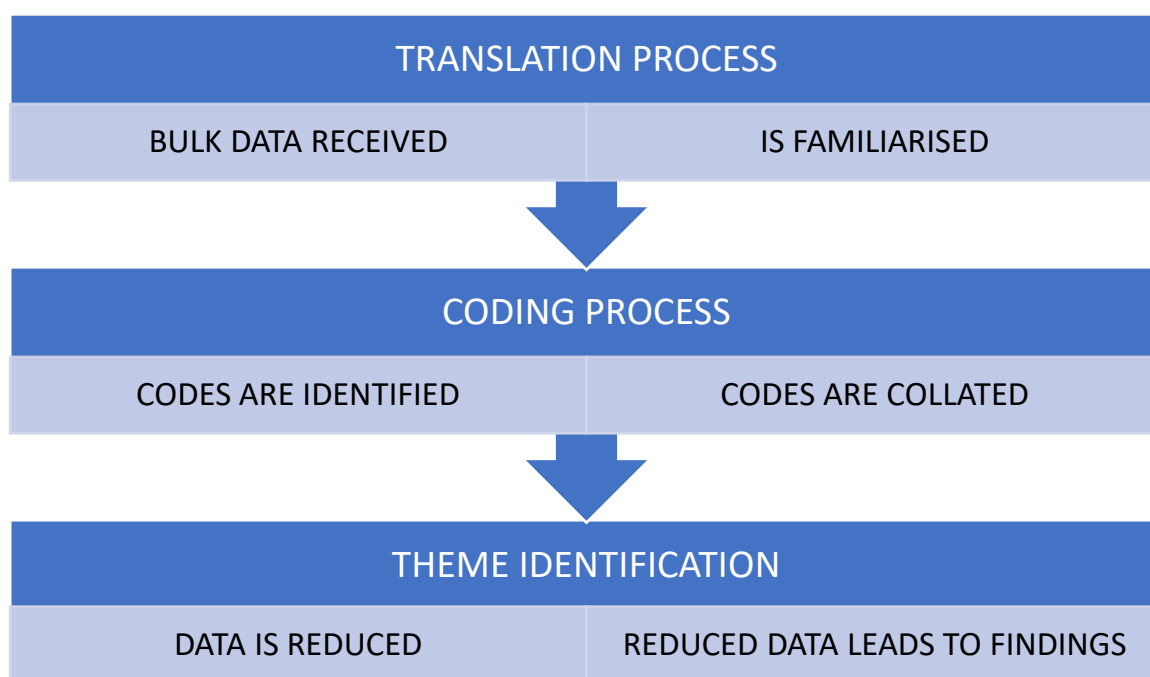


Figure 4.2: Six-phase thematic analysis - Braun and Clark, 2013

In the translation phase, I familiarised myself with the bulk data. Code identification was the second phase; the data were placed into categories. Further reduction and collation – coding – was the third phase. Bloomberg and Volpe (2014:142) define coding as a process of writing notes on what is relevant to the study. All the collected data were therefore reduced to a manageable database.

In the fourth phase, themes were then identified and later the process of gathering all the data related to the relevant themes based on the thematic model was applied. This is a process called thematic modelling (Alhojailan, 2012). In the fifth phase, the data were further reduced and organised. The last phase served as the basis for the discussion and findings.

#### **4.9 Summary**

This chapter paid attention to the paradigm elements that were used to serve as guidance for the study. The chapter critically presented the methodology in detail. The qualitative approach was discussed. Techniques to get useful research data results were fully discussed. The research design, population, sampling process and data analysing procedures were broadly discussed. The instruments that were used to collect data were defined.

Since the population for the study was too large, only two schools and selected participants from those schools were chosen as the sample for the study. The sampled population for the study was identified and profiles of the participants were clarified.

Credibility, transferability, confirmability, and validity concerning the trustworthiness of the research findings were addressed. Under the topic of ethics, discussions concerned with issues related to informed consent, self-determination and confidentiality were presented.

In the last section of this chapter, data analysis – the process that was to be followed when interpreting results from the collected data – was summarised.

Data presentation, analysis and interpretation are discussed in the next chapter.

# CHAPTER FIVE

## DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

### 5.1 Introduction

Chapter Five presents the analysis and interpretation of all collected data that relates to the role of school leadership in the transformation of township and rural schools. Data in this study were generated from interviews with school leaders both in a rural and township schools. Data were also generated from observation of schools' leaders and environment of both a township and a rural school. Observations took place once a week for one month at each school. The anonymity and confidentiality of schools and participants in the study was a priority and, therefore, the township primary school and the rural primary schools were referred to as school 'a' and school 'b' respectively.

Interview schedules for each participant were used in this study and all interview schedules were the same in structure. An interview schedule was used to enable me as a researcher to address a topic whilst allowing participants to answer in their own terms (Choak, 2012).

Participants in the process of interviews were the school principals who were referred to as 'A'; the SGB chairpersons who were referred to as 'B'; the school leaders who were referred to as 'C'; and the SMT representative leaders who were referred to as 'D'. Participants from the township and rural schools were thus identified as:

- Principal from township school: Aa
- Principal from rural area school: Ab
- SGB chairperson from township school: Ba
- SGB chairperson from rural area school: Bb
- Community school leader from township school: Ca
- Community school leader from rural area school: Cb
- SMT representative leader from township school: Da
- SMT representative leader from rural area school: Db

The following sections outline data of the schools that were used as the sample in the study. The first section deals with data that were received from observing schools and the second section deals with data that were received from the interviews with the participants.

Observations at both rural and township schools took place once a week for one month. In addition to observing schools, I interviewed schools' leaders to authenticate data collected from the observations. Observation of schools means that, I as a researcher went to the sites (schools) to observe what was taking place there. In this study, observation took note of the things that did occur or did not occur. The following section discusses the observation in the rural school.

## **5.2 Observing the rural school**

The purpose of observing both schools was not only for explaining schools and its surroundings, but it was to collect data about the schools' conditions which I was going to relate and compare later to data collected from the interviews. Rural school was in Gauteng Province in the city of Ekurhuleni, and it offered basic education to learners from Grade R to Grade Seven. The principal's office was small and had only one chair for a guest. There was no cabinet for the principal to display her documents and files. There were no water taps in the school and there was only one water tank to supply water to the school.

The school was isolated in the maize fields and there were just a few houses scattered around the school. Learners were collected by buses to attend school and in most of the days I was in school, the bus arrived late. Teaching and learning fully took place once learners had arrived. Most of the learners at the school were not locals but were learners from the neighbouring farming areas. Learners ate their lunch meals seated on the grass. Two blocks of buildings served as classrooms and one building was the administration block. There were three pit toilets: one for boys, one for girls and one for staff. The school had a fence that was falling apart, and the gate was broken.



The following section discusses the observation in the township school.

### **5.3 Observing the township school**

The school in the township is in Alexandra, one of the oldest townships in South Africa. The township is neighbour to the rich suburb of Sandton. However, most learners' parents in this school did not have employment. The school offered basic education to learners from Grade R to Grade Seven. The school was surrounded by shacks and residents next to the school lived in conditions of poverty. The school itself was built of bricks and mortar. The school had water taps and flush toilets that were very clean. It was well fenced.

The first impression of the school was the well-furnished office of the school principal. There was a cabinet where all files were visibly displayed. On the walls of the principal's office and in the administration passage near reception there were pictures of the Minister of Education and a member of the Executive Council for Education in Gauteng. The mission and vision of the school were proudly displayed behind the principal's chair. Just opposite the principal's office, there was a deputy principal's office which was also very welcoming. At the end of the passage, there was a staff room that was brightly painted and had comfortable chairs. Pictures and the basic school administrative structures were displayed on the walls. There was also a mission and vision statement on the wall of the staff room.

The school had a very good environment for learning and teaching and teaching and learning did take place during my visit. In my observation of the school, I noticed that the school had a library which was used after school by not only the learners from the school but also those from other schools. The school, therefore, worked in collaboration with the community around it. I observed parents who had accompanied their children to the library, and this showed that there was a culture of community relationships. Parent leaders from the SGB helped with the safety of learners who came to the library as they were at the gates to be seen by everyone who entered the school library.

At the gate and front entrance of the school, there was a big board that clearly showed off the vision and mission of the school. All classrooms were fully furnished with desks

and chairs. There was a room reserved as a dining hall for all learners during the feeding scheme activities. School leadership, including parents, helped the food handlers to feed learners and to wash cutlery.

I specifically looked at the condition of resources that the school had, the behaviour of school leaders and the interaction among school leadership as I did with the rural school. An observation schedule was used to collect data in both schools. This observation schedule was used for the recording of all the schools' activities as carried out by the participants in their natural settings.

Observations were made concerning the arrival of learners who punctually arrived at 07H45 for register class and who were usually ready to attend the first period that always started at 08H00 during all my visits. Teachers were already in their classrooms at 08H00. Observations made were that the situation at the township school regarding late coming was not different from the observations that were made at the rural school. The only exception, however, was that the busses for learners sometimes arrived late. This argument was confirmed by comparing the observations in the schools with what the principal from the rural school indicated when she said that *“all learners are expected to be punctual at 07H30, which is register period, and teaching starts at 08H00”*.

I observed an SGB meeting in the township school where members were arguing about the use of computers by staff. The principal made it clear to all present in that SGB meeting that all assets of the school, including computers, were registered in an asset book and that there was a delegated person to control the asset register. The following section will summarise all data that were collected through observation of schools.

#### **5.4 Summary of data obtained from observing schools**

The findings in this section are based on observations of the behaviour of school leaders and the environment in school *a* and school *b*. The major observations made were some commonalities and some differences. Commonalities were as follow:

- School leaders, both in school *a* and school *b* functioned effectively through their SGBs.
- There were big learner numbers in both school *a* and school *b*.
- Both schools have principals' office.
- Both schools offered Grade R to Grade Seven classes.
- Learning and teaching takes place inside classrooms.
- Both schools have administration blocks.
- Staff punctuality is respected in both schools.

There were some differences between rural and township schools that were observed as follow:

- There were fewer resources in school B compared to the number of resources that were available in school *a*.
- Staff room in the township has comfortable chairs while there is no staff room at all in the rural school.
- Rural school principal' office was not equipped with furniture like the township principal' office.
- Rural school principal and SMT representatives were much older than the township school principal and SMT representative even though their qualifications were the same.
- All participants in the township school had a matric as a high school qualification while in the rural school, most leaders did not have a matric.
- There was one water tank in a rural school compared to the township school with running water taps.
- There is no library in a rural school whilst the township school has a working library.
- Learners and staff use pit toilets in the rural school while learners and staff use flush toilets in the township school.
- Township school is well fenced while the fence at the rural school was falling with a broken gate.

- There is a room reserved as a dining hall for all learners during the feeding scheme activities at the township while learners at the rural school eat sitting on the grass, outside.

The above-mentioned commonalities and differences in these two schools were compared with the responses from the participants and used as data for this study. After collecting data through observation, the section that follows, deals with outlines of the sample (participants), who were interviewed.

## **5.5 Interviews with the participants**

As the researcher I went to interview the participants at the school, I knew that building trust was important. An appointment was made with the school principals and an explanation was done concerning what I was to do as a researcher, which I indicated was to observe the schools' environment and interview some leaders of the schools. I negotiated convenient times and dates for the interviews. All participants were eager to be interviewed. All interview sessions agreed to with all participants were held after school contact time which helped not to interrupt the teaching and learning processes of the school.

In this study, data from face-to-face interviews with participants at the schools were based on the views of participants in their natural settings. As already indicated, open-ended interview questions were used to interview participants in the schools. The sampled participants were the school principals, the SGB chairpersons, parent school leaders and SMT leader representatives for both rural and township schools. All participants were asked the same questions at different times. The interview schedule, which guided the interview (Evans and Lewis, 2018), included questions that focussed on the below mentioned topics:

- the schools' resources
- leadership responsibilities
- leadership roles and accountability
- communication.

Interviews were conducted in an unoccupied room for a rural school, and for a township school in a staff room that was not used, which created a positive climate for the participants to actively participate without hindrances. All respondents were thanked by the researcher for their willingness to take part in the study and the confidentiality of the study was confirmed. Following are the presentations of the responses from interviewees and analysis thereof which will later be used as comparisons to data received from the observations.

### 5.5.1 Schools' resources

When I asked the participant Ab about the resources in her school, she responded by saying that her school was categorised as a quintile two on the poverty index. Participant Ab further indicated that most parents in the school are not working, and it is a non-fee-paying school. As all questions were common in an interview sheet for all participants, it was interesting to note that the response from participant Ab related to what I observed in a rural school. From observation, the rural school did not have enough resources like learners' desks, staff room and even teachers' chairs were not enough for all classes. Poverty was exposed in the rural school during my observation. Most of the leaders referred to furniture and teachers as much-needed resources in their responses. Participant Ab said, their school is small, and everyone knew funds to school were based on learner enrolment. She said their parents were not working, and the school had not enough money to help the situation. Participant Cb expressed her view that, leadership needed to ensure that there was an equal distribution of resources. These statements made by the participants proved the situation as observed not only in the rural school, but in a township school as well about the poverty.

Lack of resources in the rural school is experienced as a hindrance to the transformation of the school as indicated by participant Ab when she indicated that, since the majority of learners were undocumented, the provincial Department of Education gave them a small budget which was based on documented learner numbers. She complained that this was a hindrance for them to improve their school. Participant Ab further indicated that, "*The Department of Education subsidises the learners' transport; the buses I mean*". This response from participant Ab proves the observation that I made in a rural school where I observed that the school was isolated in the maize fields and there were just a few shacks that showed that owners were not employed, scattered around the school which indicated to the fact that most of the parents in school found it difficult to get documentation for their children from Home Affairs Department. As already indicated by participant Cb that, most parents were not working, the school had not enough money to help the situation of undocumented learners.

### **5.5.2 Leadership responsibilities**

The responses from a question, ‘Are you certain enough about your responsibilities as a leader of your school?’ was first received from participant Bb when he said that the principal recognised other structures where he assigned them with their responsibilities. Another leader (participant Ca) indicated that every year during the planning process they chose what to do and it was not the principal who allocated their responsibilities. School leader participant Db responded that when his child was sick, he reported him to school, and they expected parents to do the same. He argued that this was part of responsibilities that every leader and a parent in school should adopt. He further indicated that this was not only the responsibility of the school leaders but was also the responsibility of all parents in school.

The response from participant Db indicated that school leaders in this school were aware of their responsibility to teach parents to take responsibility for the support of their children in school. Participant Cb said: *“Teachers encourage us to check the learners’ books and it is, therefore, our responsibility as leaders to check if parents do indeed respond to such requests from teachers.”* This response from participants about responsibility from leaders and parents played a very important role for my data collection.

### **5.5.3 Support of the principal**

Data indicated that the principal was supported by the school leaders in the rural school, as participant Db indicated that as school leadership, there was not much that they could achieve if they did not support the principal. Participant Cb indicated that as leaders they made sure that they did not only help the principal by organising fundraising activities, but they also motivated parents who were not working to come and help at the school; he further said that parents in their school were mostly not working. He said they did not get much financial support from parents, so they made sure that at least they came during the week or even weekends to clean the school environment and even



to fix broken learner furniture. This response from Cb relates commonly to the other school's leader's response that most parents were not working in both schools.

#### **5.5.4 Transforming school**

When I asked participant Ba whether he was happy that he played his role in school, he indicated his understanding of the roles of school leaders with a convincing answer when he said: *“Our main job as leaders is to assist the principal with his duties and to help to market our school in a good picture.”* Participant Db responded similarly that they helped to bring about proper discipline in school when they drafted policies like learner code of conduct. Generally, data collected from participants confirmed that they were fully aware of their roles as leaders in transforming their schools.

Data collected from all leaders, including the school principals, indicated that the leaders understood their roles as the leaders in the schools. Participant Db said that they all understood as leaders that leadership was bound to lead people and direct them to do what they wanted them to do. Participant Ba also responded that he understood the roles of leading his school when he said that they worked as a team to convince and motivate the people they lead to achieving common goals. He continued to say that they tried to make everyone follow rules and the mission of the school.

Participants commonly answered that their support of school managers and teachers through monitoring and identifying problems that could hamper transformation is limited. Participants also understood that their roles to transform schools were limited. Participant Cb said that their leadership had to lead to shared responsibilities by all of them including staff where they had a particular area in the school. She said through strong leadership, one finds that every stakeholder felt free to the smooth running of the school and thus teamwork and participation were created, and no one said anything was forced on them. School leadership understood that it was only the SMT, a cluster of the entire leadership, that was responsible for implementing the curriculum and they were aware that, when it came to interpreting policy issues, they all worked as a collective.

The observation made at school *a* indicated that the school leaders, especially the SGB chairperson, was in control of the meeting with other school leaders in one of the meetings held at the school. Participants were able to voice their views although the teacher component in that meeting was over-controlling. A point of concern observed in the meeting was that parents were not in the majority to form a quorum; despite this, the meeting continued. It appeared that there were not good relations among some of the leaders with teacher leadership.

#### **5.5.5 Decision making**

Participants responded mostly to the question whether they played a role as decision makers and as accountable leaders with the answer that the principal did not take decisions alone. Most of the participants indicated that the principals involved stakeholders. They said as leaders, they had their objectives to achieve. Db for example agreed that there were times when they disagreed with some decisions, but those were resolved as they all give their opinions. It appeared that the principals, together with other leaders took decisions collectively as participant Db said. Observation that I did in the meeting held in the township school showed the opposite of what participant Db said where it appeared that teachers dominated in decision making in that meeting.

#### **5.5.6 Problem solving**

Participant Ab responded to the above-mentioned question (Are you happy that you are playing your role and accountable as a leader), differently, by saying that every stakeholder and even staff unions are involved in problem solving. She indicated that most problems were basically created by staff and to involve their unions to resolve issues was important. She further said that school leadership had the main job to resolve challenges in schools which were challenges associated not only with students but with teachers, parents and even with the government.”

#### **5.5.7 Planning**

Most of the participants responded with planning to the question that related to the responsibilities of leaders. Participant Ab said that they considered planning together as a team in the school was an area that needed the involvement of all the stakeholders, but she concluded by saying it is not possible to consult everyone for planning in school. Participant Bb said that he would be happy to see teachers, deputy principals and everyone taking part when they plan as leadership. He further argued that they plan but not 100% of stakeholders were there. The response from both participant Ab and participant Bb is convincing enough for me to add to my data a conclusion that, schools' leaders were not planning collectively.

#### **5.5.8 Time management**

One participant indicated that one very important issue that affect their responsibility negatively as leaders in school was time management. All participants felt that teamwork was time-consuming. Participant Aa said that the main objective of schooling was curriculum delivery and school leadership needed to be sensitive when allowing disruptions of contact time. He said unplanned activities by either his staff or leaders including SMT members worried him as it took up learning time.

#### **5.5.9 Management of assets and finances**

Participant Cb responded to the question, 'Are you happy that you are playing your role and accountable as a leader?' that, transparency, and accountability was very important when dealing with finances. Participant Cb said as leaders, they ensured that they disclosed information in the annual general meeting of parents and teachers and any other stakeholders interested to the school. Participant Cb also indicated that they reported to stakeholders and every month they held a FINCOM meeting which was submitted to the entire SGB for approval of the use of funds. She further said she was aware that the finance committee in the school was a sub-committee of the SGB that dealt with how finances were run. She also indicated that they made recommendations to be approved by the entire SGB as she was a member of the FINCOM."

Participant Ab responded to the question that, parents understood their roles as leaders when it came to finance, for example, when they needed to buy something, they obtained three quotations for items that cost more than R5 000.00 and those quotations were looked at by the entire SGB and recommendations as suggested by FINCOM were then approved by the entire SGB. It appeared from the responses from the participants that the SGB controlled the finances, and they knew that they were accountable to the parents as school leaders. Participant Bb also indicated that the school had three signatories, the chairperson, the treasurer, and the principal. Participant Bb indicated that FINCOM authorise all payments in the school. He explained that FINCOM is the finance committee, developed by SGB to deal with schools' finances and it is accountable for its actions to the entire SGB. Participant Bb raised a concern in his response that more workshops were needed to empower school' leadership. Both paragraphs above are an indication that, I as a researcher must add this information for a request of leader development to my data.

## **5.6 Leadership roles and accountability**

School leadership seemed to be not fully aware of its accountability. The question asked was, 'Are you happy that you are playing your role and accountable as a school leader?' Participant Aa responded that they account in the annual general meeting about the financial position of the school. He further said that it was also there where the principal accounts for the curriculum position of the school to parents. From this response, at least, it was clear that the participant was aware of their accountability role. Participant Cb however, showed a poor understanding of what accountability meant when she responded by saying that there was nothing they could do if the Department of Education did not help the school to buy fence for a school. This response by Participant Cb indicated that there was lack of information from the school leader about being accountable to the school.

Maluleke (2014:21) argued that most school leaders and parents did not know their role in education. Participant Ab in this interview, however, disputed this notion of Maluleke when she responded differently to the question as indicated above that

leadership roles in the school were filled by individuals who understood their roles. Another leader (participant Bb) responded to the understanding of the roles played by school leadership clearly when he said, the principal ensured that curriculum matters took place. He said that leaders need workshops for them to be accountable fully. From these responses of leaders, it became clear that although the leaders were aware of their accountability, they still needed to be developed further.

### 5.6.1 Implementing policies

Participant Ab responded very interestingly when she was asked ‘Are you happy that you are playing your role and accountable as a school leader?’ by responding that, accountability needed the full understanding of what they were implementing. Participant Ab was supported by participant Bb when he said, *“Sometimes departmental policies become a challenge as we know that whatever decision we take are not contrary to any of the policies. Sometimes policies are a challenge.”* Literature support the responses as indicated by respondents in relation to understanding policies before being fully accountable to their schools. Studies have shown that policies do play an important role in giving direction within organisations (Yaro, Arshad & Salleh, 2016:5). Responses of participants clearly indicated that empowerment or workshops for school leadership in policy implementation was needed.

### 5.6.2 Managing infrastructure

It was very interesting to hear a response from Db to a question, ‘Can you comment about resources at your school?’ Participant Db indicated that the school was ignored by the Department when it came to resources. He referred me to the condition of the schools’ fence which was falling apart and said the resources in the school were in a disparate condition compared to any other learning institutions. This response related to the observation that I made in the school. From the observation of the schools, it was clear that the buildings were not well maintained, however grounds were well maintained both in school *a* and school *b*. This was supported by secure fencing around school *a*. School *b* had a fence that was falling apart, and the gate was not working. There was a difference as well when it came to the toilets of the two schools; the toilets in school *b* were pit toilets which were a danger to all who used them while those in school *a* were brick toilets that flushed and were well maintained. The data from both observation and responses in this paragraph indicated to the reality that the Department of Education was not maintaining the infrastructure even if the school leadership managed it.

### **5.6.3 Procurement process management**

The responses of school leaders concerning understanding their roles indicated that they were not sure that one of their responsibilities was to procure material needed in the school. The responses indicated that it was not their responsibility to repair damaged property. Participant Db, for example, said that they depended on the SGB to buy materials and repair any school damages done in school's existing resources. From the response of participant Db, I had a feeling that there was a contradiction from what was said before, that the parents were not working. The understanding that I got from these responses was that the leaders were not fully aware that it was their responsibility or at least of the SGB (with the funds allocated to schools by Department of Education) to procure resources at schools. This again, raised the issue of leadership empowerment or leadership skill development in schools.

## **5.7 Communication**

The question that was asked to the interviewees was to tell how they communicated with other schools' stakeholders. The observation of schools and interview with participants revealed information that indicated that there were communication channels in school *a*, but those were lacking in school *b*. In school *a*, they used different communication channels that included a local radio station as was observed at the school entrance. Participant Bb complained: *"In order to resolve challenges in our school, we have a suggestion box so that everyone could raise their concerns, but that box is always empty. Even if we write letters to parents, there is no response as most of our parents are not educated."*

The following sections discuss important data from interviews with participants, that relate to issues of communication in the study.

### **5.7.1 Communication with staff**

Participants were trying to indicate that there was enough communication between leaders and staff members in their responses. Analysis of their responses was not convincing enough to conclude that there was enough communication between leaders and other stakeholders. Participant Aa indicated that he ensured that he briefed staff on issues discussed with school leaders in his briefing sessions: “The *SMT in school always knew what is happening within the school. As humans, the SMT does not see eye to eye with issues. We differ in opinion, but at the end of the day, there usually appears a constructive outcome.*” This response indicated that indeed there was a problem in communicating issues although the participant was trying to cover up the issues that were there in relation to communication. This response also indicated that not all school’ stakeholders were consulted.

The teacher cohort was observed to be not working cooperatively with the parent cohort in both schools. Participant Da, for example, indicated that she asked the administrator to develop a WhatsApp to communicate easily with all school leaders on behalf of the principal, but she later discovered that the principal and other school leaders did not want to share information with teachers. Participant Cb also raised a concern in her response when she indicated that teachers did not want to support school leadership, and that there were poor communication channels between teachers and the school leadership.

It emerged from this study that school leadership did not fully involve staff in planning processes in both schools. Participant Db indicated “*We ensure that our principal provides staff that listen with all information that she gives us. We even share data on learner and staff attendance with some staff as other staff do not respect us*”. Participant Aa indicated that the staff did not want to take advises coming from school leadership. He indicated that his staff was unionised, and he said it was very difficult to deal with staff that kept on referring issues to the unions. Both these responses indicated that there were no effective communication channels between the school leadership and the staff.

### **5.7.2 Communication with learners**



Participant Aa said: *“All school leadership tries to come to the assembly to meet all learners twice a year. In the case of learners’ behaviour, school leaders, especially the SGB, is very supportive in solving misbehaviour issues.”* The response from participant Db, however, indicated to the fact that there was not much communicated to learners except for discipline as he said they only talked to learners when there was a disciplinary problem. From both responses, it became clear that leadership only communicated disciplinary issues with learners, and they did not care to communicate all other schools’ issues with learners. Data that came up from these responses were that leadership in both schools did not consider that learners had a right to communicate their interests as well.

### **5.7.3 Communication with parents**

Participant Ab said that letters were mostly issued by the school to communicate with parents. She further said that the school used this communication channel even for code of conduct for learners. In school *a*, communication with the SGB was observed to be a powerful tool that was used in planning some school activities. I observed that the SGB met, although there was a lukewarm interaction among teachers and all SGB members. In school *b*, however, that was not the case. Participant Db complained: *“We try to use WhatsApp but even that is not effective! Sometimes I need parent leaders just to come to school urgently and still they will not respond. Most parents do not have cell phones or some of them do not even know WhatsApp”* Poor communication with all school stakeholders to resolve issues was raised in the participants’ responses; participant Cb indicated that they did not know how to talk to parents as most of them did not come to the meeting. She said that they did not even read letters that were sent by the principal. This was very important information that indicated to poor communication between leaders and parents in schools.

### **5.7.4 Communication with community**

It was observed in school *a* that respect was shown to the school by community members and that there was communication between the school and the community.

School *a* had the advantage of even getting a visit to assembly by the councillor once a quarter to address learners about the issues that affected the school. I observed at school *a* that an advert by a local radio station at the school gate was used as the communication channel between the school and the community. This form of communication was not available at school *b*.

#### **5.7.5 Communication of issues and obstacles**

All participants indicated dissatisfaction when it came to schools' resources. Participants commonly pointed to the poor resources at their schools. Participant Ab, for example, indicated to the poor resources in the school and reminded me that the furniture in classes and their offices was not only what they needed but even the staff. She indicated that teachers were part of resources that they needed but there were not enough qualified teachers as most qualified teachers did not want to work at the rural areas. She complained that this became an obstacle towards transforming their school. There was also an indication from participant Ba that bemoaned the lack of resources and he expressed big numbers of learners with parents who did not work and strongly complained that it was an obstacle to the improvement of their school.

A summary of issues and obstacles to transform township and rural school were identified as:

- Poor resources in the school.
- Lack of school support.
- Poor communication between the school and all stakeholders including the parents of learners.

The above-mentioned summary of issues and obstacles to transform township and rural school correlate with the predetermined themes which are as follow:

- Responsibilities of school leadership.
- Roles of school leadership
- Communication channels

Three themes – responsibilities of school leadership, roles played by school leadership and communication channels used in schools – were predetermined. These themes were then used to form headings which became the findings of the study as discussed above.

The following section discusses a summary of presentation, analysis, and interpretation of all the collected data in the study.

This section focusses and discusses through diagrams, a summary of presentation, analysis, and interpretation of all the data that were collected from observation of schools and interviews of participants as reflected in both subcategories and categories.



Figure 5.1: Theme One



Figure 5.2: Theme Two

Figure 5.3: Theme Three

## 5.8 Summary



Chapter Five discussed the findings as reflected in the data that were collected from a rural and a township school through interviews and observation. All collected data were transcribed and, as the researcher, I read through all the raw data to obtain a sense of how the information reflected what I had obtained from observation and what the participants meant. Data from observation were then compared and correlated with data from the interviews to come up with the findings for both rural and township schools. I spent a lot of time grouping similar statements to come up with categories.

## 5.9 Conclusion

The conclusion reached from the data collected from participants was that they understood their roles as leaders. Information received from observing schools was used to correlate information from the interviews with the participants. All leaders understood that they worked to influence their followers to achieve the goals of the school. Their responses about their roles as leaders to ensure that the desired results for their school were achieved satisfactorily.

Data indicated that school *b* was faced with more resource and communication challenges than school *a*; nevertheless, all school *b* leaders' responses indicated that they were responsible leaders who seemed to know why they were leading the school.

Theme two reflected a strong sense of understanding of why leaders were in leadership positions. Most participants responded positively to the role that they played in assisting school management to achieve the best for the school. It became evident that participants understood the roles that should be played in the transformation of their schools.

Data that informed theme three appeared to be that of communication challenges with all stakeholders in schools. According to the responses from all the participants, it appears that leaders were very much aware of the challenges that faced their schools, namely:

- parents who do not work
- government that ignores the plight of the schools
- learners who are not documented
- poor resources in schools
- poor communication with parents and other stakeholders.

It was noted from the data that the participants were prepared to face challenges as leaders. It was noted also that all participants were prepared to face challenges as a collective leadership that was not divisive according to age group or qualification as indicated in their profile (Table 4.1 and Table 4.2). They believed that support from all stakeholders could only be achieved through communicating those challenges effectively and by making sure that stakeholders and leaders resolved those challenges together as a collective.

The findings made in Chapter Five will assist the researcher to formulate a framework for recommendations of the transformation of township and rural schools. Results of the study indicated leadership challenges as obstacles to transformation of township

and rural schools which remains an area requiring further investigation. There need therefore, to be a turnaround to new schools' leadership that has ability to transform school environments (Morrison, 2013: 413). The effective leadership of educational change needs to give careful attention to continuation within overall process of educational transformation (Fullan, 2016).

Chapter Six will provide a summary of the study and will provide the findings, discussion, recommendations, and prospects for future research.

## **CHAPTER SIX**

### **SUMMARY, FINDINGS, DISCUSSION, RECOMMENDATIONS AND CONCLUSION**

#### **6.1 Introduction**

The discussion in the penultimate chapter focussed on data presentation and the analysis of what participants said and the observation made of schools concerning the role of school leadership in the transformation of township and rural schools. The study focussed on the role played by all leaders in the selected schools. The presentation indicated that school leadership in the two schools sampled was a priority.

Transformational leadership theory was used for the exploration of the topic and the acquisition of data about the role played by school leadership in the transformation of township and rural schools. Both the township school and the rural school were selected purposefully for this study. Leadership in the rural school was interviewed and the interactions of both schools' leaders were observed in the schools. In this chapter, the summary of the findings discovered in the study, the recommendations that relate to the transformation of township and rural schools, and the conclusion of the study are discussed. In the following section, I stipulate and summarise the findings of the study in preparation for the recommendations of the study.

#### **6.2 Summary and Discussion**

This section of the study broadly discusses the findings as summarised in the previous section starting with the findings relating to the research question that was posed in the study: How does distributive leadership contribute to effective transformation in township and rural schools?

The study employed a qualitative approach to data analysis on the data collected from the interviews and observation of school leader behaviour and their school

environment. Comprehensive collected data were analysed based on the literature review, the site observation of schools and face-to-face interviews with relevant school leaders. Concerning interviews, the statements of participants were quoted as real sources of information. Triangulated empirical data was obtained from two purposefully selected schools with two different contexts – township and rural settings. Observation and interviews, as tools of collecting data, also helped to serve the purpose of triangulation.

In the study, data for exploration emerged from interviewing participants and observing both schools that were sampled. Content analysis was used and I, as the researcher, familiarised myself with the content according to steps suggested by Creswell (2014:197). These steps enabled me to formally identify patterns and categories from data collected until I discovered themes. Ngulube (2015) indicates that qualitative data analysis deals with transforming raw data through coding and describing patterns and trends to interpret them and eventually provide their underlying meanings. Data analysis and presentation was done systemically by using Tesch's technique of open coding. Tesch's open coding technique is, according to Creswell (2014:125), a process that has eight steps:

- Step One – I got a sense of all the data by reading the entire transcript to obtain a sense of the whole transcript.
- Step Two – I selected one transcript and I wrote my thoughts in the margin.
- Step Three – I made a list of topics and later clustered similar topics together.
- Step Four – I abbreviated topics as codes.
- Step Five – I established the descriptive wording for topics.
- Step Six – I made a final decision on the abbreviation for each category.
- Step Seven – I assembled data material that belonged to each category in one place and immediately started the process of preliminary analysis.
- Step Eight – I recoded the existing material as I felt I wanted to analyse all the data that I had collected.



This chapter concluded this study by encapsulating the findings and proposing recommendations to overcome the problems and challenges that were discovered in the study. A summary of the findings that were discussed as per the objectives of the study is presented here:

### **6.2.1 Findings relating to the contribution of school leadership**

The data showed that when school leaders used a distributive approach with full trust among one another, their school usually benefitted. However, findings as discovered from participants indicated that that was not always the case. Participants indicated that sometimes only the majority of stakeholders shared the responsibility. The distributive leadership approach needs the involvement of all leaders and not merely the majority of them.

The findings regarding the need for a common vision for bringing about transformation in township and rural schools indicated that this need is not working effectively as all stakeholders are not considered when decisions are made most of the time. The responses from participants indicated that they felt that every stakeholder must be considered when decisions are made.

When the contribution of school leaders to effective transformation in their schools was addressed, it was revealed that stakeholders were not skilled or did not have the expertise required to lead their schools. This lack of the knowledge and skills of leadership roles in stakeholders was found to be the major challenge.

### **6.2.2 Findings relating to exploring the views of education experts and literature**

The views of education experts and literature regarding the roles of school leaders in the transformation of township and rural schools are outlined by various literature sources. Most school leaders and parents do not know their role in education (Maluleke, 2014). Both the participants and the literature indicated that the stakeholders in

township and rural schools are not interested in and motivated enough about the activities in their schools.

The literature suggests that stakeholders in township and rural schools, including teachers, are not motivated to achieve a common goal. Many of these schools have teachers who are absent from school or, even if they are present, are not punctual for their classes and school leadership fails to address these issues. School leaders do not use the opportunity to transform their schools through improving culture and motivating all those who are stakeholders in their schools (McKibben, 2013).

### **6.2.3 Findings relating to understanding hindrances that are faced by school leaders**

The study identified that there are major challenges facing township and rural schools in Gauteng Province. The low commitment of parents and other stakeholders to undertake leadership activities collaboratively is a major hindrance. Albright (2018:11) supported the statement that parents had the belief that good relations between parents and the school improved learner achievement. The data collected from the participants showed that the motivation of stakeholders, including the managers and governors, in township and rural schools was low. It was found that the participation of parents and their commitment to the activities of the school were also inadequate.

Another hindrance was found to be poor support for schools from the district. The principal of the rural school indicated that the support for the school from the district was as low as that from other stakeholders.

Maringe *et al.* (2015:124) cite poverty as the common factor that both township and rural schools experience. This finding is further supported by the participants when they were interviewed in the study. Moletsane (2012) also identified poverty as the biggest challenge to creating effective township and rural schools in South Africa.

Lack of resources in both township and rural schools in Gauteng Province was discovered to be a factor common from both the point of view of participants and the observation of schools. Participants indicated that solving the resource constraints by using the collaboration of stakeholders was very hard to achieve.

#### **6.2.4 Findings relating to the interpretation of the views of school leaders on their roles**

The study identified some findings relating to the views of school leaders on their roles and efforts regarding their accountability to lead their schools to transformation. It was established through interviews and observation in the contexts of both schools (rural and township) that school leaders desired to work as teams, however, that desire was not always achieved and their accountability to lead their schools to transformation was compromised. Another finding from the participants' responses indicated that they were aware that teamwork was time-consuming.

School leadership is aware of its accountability concerning making financial decisions and is also aware that the principal has curriculum accountability. A very interesting finding from the participants is that there are a large number of learners in both schools. Both the observation of the schools and the interviewed participants indicated very big numbers of learners in classes which has a negative impact on the transformation of schools by school leadership.

Another finding that related to learners and which impacted negatively on the desired support from the provincial government was that most learners were not documented. One participant (a principal) indicated her frustration that undocumented learners were not considered by the provincial government when schools' budget allocations were made; this adversely affected the accountability of the school leaders to achieve effective outcomes and negatively affected their efforts to transform their schools.

#### **6.2.5 Findings relating to guidelines**

The study identified some findings relating to guidelines for school leadership; these findings were indicated both in the literature and from the participants. The common finding which serves as a guideline for school leadership was that all stakeholders with their knowledge, skills, expertise, and experience must work as a team and share those values as fellow members. Participants are aware that planning the activities of a school together as stakeholders is important for the transformation of schools to be effective.

Literature by Yaro *et al.* (2016) and the responses of some participants in the study found that schools should implement existing approved policies to avoid conflicts in schools. Findings, however, indicated that the implementation of these policies was a challenge to school leadership. One of the important guidelines, which will be discussed in the following section for recommendations was that leadership should implement policies to bring about a common vision. The literature and the participants confirmed that schools need to have a common vision and that school leadership must inspire others to share that vision.

Issues like the non-commitment of teachers and other schools' stakeholders, overcrowding in classrooms and the lack of resources should not still be perceived to be the legacy of the post-apartheid government if the guidelines for this study are followed and implemented. I intend to suggest that the guidelines that will be discussed in the following section, will not only change this perception (legacy of apartheid), but also explore and explain, and deal effectively with the phenomenon of transformation in the rural and township schools.

I also hope the guidelines will answer to the problem statement as encapsulated by one of the following research questions in this study: 'Do township and rural school leaders have guidelines to remove issues that they perceive as obstacles to transforming their schools?' I, therefore, very convincingly believe that as apartheid segregation education policies are now gone, the recommendations for the study as presented in the following section will assist to transform the rural and township schools.

### **6.2.6 Findings relating to theories**

The data showed that when school leaders used a distributive approach with full trust among one another, their school usually benefitted. The distributive leadership approach needs the involvement of all leaders and stakeholders Makiewicz and Mitchell (2014:32). The study revealed that school leadership (participants) in both rural and township schools improved their schools if distributive model was applied.

Transformation leadership theory was also found to be an effective theory for this study. Most participants in this study agreed that they were willing to work hard to improve their schools. Participants indicated that they needed the Department to play its role to empower schools' leaders through workshops and training on leadership. Most leaders indicated that they were willing to change their schools for the better collectively. All leaders (participants) understood that they worked to influence their followers to achieve the goals of the school.

## **6.3 Recommendations from the study**

This section plays a big role of the chapter in which I present the recommendations that are based on the findings of the study. Recommendations are made to accelerate and improve the role of school leadership in transforming township and rural schools in Gauteng Province. Based on the aim of the study, which was to explore and explain the leadership role in the transformation of South African township and rural schools, I suggest the following guidelines as discussed below are adhered to by schools' leadership for the effective transformation of their schools:

### **6.3.1 Trust**

The first recommendation is about the contribution of school leadership in the transformation of township and rural schools. The unequivocal recommendation for leadership is that all school leaders must create trust among themselves and their followers. Implementing a distributive leadership approach that is based on a team

approach, where leaders who are designated and non-designated work together, is crucial. Another important recommendation for school leadership is that they must be ethical and exemplary to gain the trust of their followers and to achieve effective schools through collaboration with all school stakeholders. First, trust among leaders must be established before trust from followers and other stakeholders can be gained to achieve the objectives of school transformation (Botha & Triegaardt, 2015).

### **6.3.2 Leadership developmental programmes**

From the outcome of the interviews that I did with the schools' leaders in both township and rural schools, I suggest that District and provincial education departments will have to try to come up with programmes that develop school leadership in township and rural schools. Capacity building for school leadership needs a combination of formal and informal processes and contexts of leadership practices. School leadership needs to understand that most successful schools have capacitated leaders who make a significant contribution to the effectiveness of their schools. My perspective is that, if school leadership undergo capacity workshops to develop their leadership skills, transformation of schools will be effective.

### **6.3.3 Accountability of the entire school leadership**

As much as the findings indicated that school leaders were aware of their accountability, I recommended that school leaders must not be selective about the activities of the school to which their accountability is owed. When the approach to leadership is distributive, all stakeholders are accountable for all activities. As much as the school governing body is responsible for running the finances of the school, the entire school's leadership will have to be accountable if financial problems arise, for example in the school.

This also applies to the situation where the principal is generally viewed as responsible for curriculum achievement in schools. The entire school's leadership must be accountable to parents and the community at large for curriculum achievement. This

study recommends that school principals be supported by the entire school's leadership in their instructional activities. There is a need for the roles of school leaders to be extended to all curriculum issues so that all the reports about curriculum development are communicated to all the stakeholders of the schools.

#### **6.3.4 Distribution of roles**

Roles are very important to adopt when a distributive leadership model is used. The findings in the township school and the rural school indicated that roles were not clearly defined. Based on this important finding, I strongly recommended that township and rural schools should have clear roles and tasks that are defined; distribution of roles among school leaders is imperative. Importantly, all school leaders should have a full understanding of the roles allocated to them. This study recommends that school leaders must consider the knowledge, skills and expertise of each stakeholder when selecting roles for each member of the team.

#### **6.3.5 Communication**

The findings of the study pointed to poor support from other stakeholders to school leadership. Leadership will be expected to understand that they act as a process of convincing, motivating and influencing followers to work towards the achievement of a common goal. The effort must be made by school leaders to create more broad and clear communication channels with the staff, learners, and the community at large to avoid misunderstandings that could lead to conflicts in schools. School leadership should encourage the full distribution of communication responsibilities to all stakeholders to ensure continuity in their core leadership tasks.

Poor communication is found to be one of the challenges that need to be resolved in both the schools in the study and it is therefore recommended that communication about all the issues of schools be given attention. School leadership will have to create more avenues (formal and informal meetings for example) of communicating issues and challenges that may be obstacles to the transformation of schools. Township and rural

school leaders must play an important role in strengthening the ties between the schools and the communities that surround them.

#### **6.3.6 Commitment of all stakeholders**

The theory of transformational leadership advocates commitment from everyone to bring about transformation in schools, especially in township and rural schools. The findings of the study indicated that obtaining a commitment from certain school stakeholders such as parents and some teachers is a rare achievement. To achieve commitment from all stakeholders, school leaders must inspire followers to improve their schools. All leaders, including designated and non-designated leaders, are encouraged to work on their specialised activity with the aim to accomplish their leadership tasks collaboratively.

#### **6.3.7 Sharing of vision**

School leaders must share their vision with followers to achieve the desired common vision for their schools. Leaders must change their followers' sense of meaning to align them with their goals. What this recommendation means is that school leaders must use intellectual stimulation to empower all individuals in their schools. School leaders should strive to plan regular discussions to improve the commitment of stakeholders to share leadership activities efficiently. For effective transformation to take place, schools' leaders should schedule regular meetings with stakeholders for them to take part in school activities and monitor the effectiveness of the activities as a collective.

### **6.4 Contribution of the study**

This study aims to improve township and rural schools by the application of a distributive approach to school leadership and aspires to see these schools perform at the same level as other schools in other contexts. By identifying the challenges faced by school leadership in these township and rural schools and brainstorming solutions to these challenges, recommendations for transformation that will lead to improvements



in these schools can be made; the achievement of transformation will be the immense contribution of this study. The research revealed that the implementation of distributive leadership in township and rural schools instilled a sense of responsibility among schools' leaders. This study concludes that the distributive approach places emphasis on teamwork in township and rural schools; school leaders in the two schools examined can make a difference if they get the full support of all school stakeholders, including the district and provincial education departments, and obtain the autonomy to make decisions.

The findings of the study provided an understanding that schools' leaders are vital in the transformation of schools in the township and rural areas. The study demonstrated that transformational leadership affected schools' effectiveness. The findings showed that transformation in schools could be effected through sharing knowledge of practices. Results of the study indicated that the challenges facing township and rural schools are vast and therefore the study addressed significant areas for further research.

## **6.5 Conclusion**

From the literature review, the data collected from participants and observation, it can be concluded that school leaders in township and rural schools are not adequately empowered to bring about effective transformation in their schools. School leadership is still faced with challenges that need intervention. The major challenge raised in this study by participants and observed in schools is that school leadership in township and rural schools is faced with budget shortages which lead to the lack of resources. Participants indicated that one of the main challenges in their schools was that of many learners without documents, which resulted in the school not getting enough budget allocation from the provincial government, which then opens a room for further research that relate to the topic.

## REFERENCES

Abbasi, E. Zamani-Miandaphti, N., 2013. The role of transformational leadership, organisational culture, and organisational learning in improving the performance of Iranian agricultural faculties. *Higher Education*, 66 (4), 505 – 5119.

Abbott, M.L. & McKinney, J. 2013. *Understanding and applying research design*. New Jersey: Wiley.

Achua, C.F. & Lussier, R.N. 2013. *Effective leadership*. 5th ed. Mason OH: South-Western Cengage Learning.

Afsar, B., Badir, Y.F. & Saeed, B.B. 2014. Transformational leadership and innovative work behaviour. *Industrial Management & Data Systems*, 114(8):1270-1300.

Afshari, M., Ghavifekr, S., Siraj, S. & Samad, R.S.A. 2012. Transformational leadership role of principals in implementing informational and communication technologies in schools. *Life Science Journal*, 9(1):95-101.

Aguilar, E. 2013. The role of transformational leadership, organizational culture and organizational learning in improving the performance of Iranian agricultural faculties. *The International Journal of Higher Education and Educational Planning*, 66(4):505-519.

Albright, A. 2018. Effective means of communication in rural schools. Unpublished master's thesis. Kansas: Fort Hays State University.

Alhojailan, M.I. 2012. Thematic analysis: a critical review of its process and evaluation. *West East Journal of Social Sciences*, 1(1):39-47.

Ali, A. 2013. How to differentiate between 'leadership' and 'management' function in organization: a review of scholarly thoughts. *International Journal of Economics Business and Management studies*, 2(1):38-44.

Allameh, S.M., Heydari, M. & Davoodi, S.M.R. 2012. Studying the relationship between transformational leadership and psychological empowerment of teachers in Abade Township. *Procedia – Social and Behavioural Sciences*, 31:224 -230.

Alvoid, L. & Black, W.L. 2014. *The changing role of the principal: how high-achieving districts are recalibrating school leadership*. Washington: Centre for American Progress.

Anderson, S.E. 2012. Distributed leadership in action: A complex pattern of people, tasks, and goals. In: Leithwood, K. & Louis, K.S. (eds) *Linking leadership to student learning*. San Francisco, CA: Jossey-Bass.

Anderson, S.E., 2012. *Distributed leadership in action: A complex pattern of people, tasks, and goals*. In K. Leithwood and K.S. Louis, *Linking Leadership to student learning*. San Francisco: Jossey-Bass.

Andriole, S.J. 2007. The 7 habits of effective technology leaders. *Communications of the ACM*, 50(3):67-72.

Anney, V.N. 2014. Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2):272-281.

Antonakis, J. & Day, D.V. 2018. *The nature of leadership*. 3rd ed. Thousand Oaks, CA: Sage.

Arar, K. 2012. Israeli education policy since 1948 and the state of Arab education in Israel. *Italian Journal of Sociology of Education*. 1:113-145.

Archambault, J. & Garon, R. 2013. How principals exercise transformative leadership in urban schools in disadvantaged areas in Montréal, Canada. *International Studies in Educational Administration*, 21(2):49-66.

Arnett, R.C. 2016. Philosophy of communication: Qualitative research questions in action. *Qualitative Research Reports in Communication*, 17, (1), 1 -16.

Atkins, L. & Wallace, S. 2012. *Qualitative research in education*. London: Sage.

Avolio, B.J. & Yammarino, F.J. 2013. *Introduction to and overview of leadership*. Bingley: Emerald Group Publishing.

Ayiro, L.P. 2014. Transformational leadership and school outcomes in Kenya: does emotional intelligence matter? *Forum for International Research in Education*. 1(1):26-49.

Babbie, E. 2013. *The practice of social research*. 13th ed. Belmont, CA: Wadsworth Cengage Learning.

Babbie, E. 2015. *The basics of social research*. 2nd ed. Canada: Cengage Learning.

Badat, S. 2010. *The challenges of transformation in higher education and training institutions in South Africa*. Pretoria: Development Bank of Southern Africa.

Bambrick-Santoyo, P. 2018. *Leverage leadership: a practical guide to building exceptional schools*. San Francisco, CA: Wiley.

Barnes, K., Brynard, S. & De Wet, C. 2012. The influence of school culture and school climate on violence in schools of the Eastern Cape Province. *South African Journal of Education*, 32(1):69-82.

Barr, J. & Saltmarsh, S. 2014. "It all comes down to the leadership": the role of the school principal in fostering parent-school engagement. *Educational Management Administration & Leadership*, 42(4):491-505.

Beare, H., Caldwell, B.J. & Millikan, R.H. 2018. *Creating an excellent school: some new management techniques*. London: Routledge.

Begum, G. 2015. Critical discourse analysis of the protesters' language. *Language in India*, 15(3):85-95.

Bell, L. 2018. *Management skills in primary schools*. London: Routledge.

Belmont, CA: Wadsworth Cengage Learning.

Ben-Davids, D. 2014. *A status picture of the state – flowcharts about society and economy in Israel*. Jerusalem, Israel: Taub Centre.

- Bernard, H.R. & Ryan, G.W. 2010. *Analyzing qualitative data: systematic approaches*. Thousand Oaks, CA: Sage.
- Bhengu, T. 2013. School-community Integration for School Change: A case study of a Rural Secondary School in Kwa-Zulu Natal. *Education as Change*, 17 (1), 63 – 76.
- Bhengu, T.T. & Myende, P.E. 2015. Traversing metaphoric boundaries between schools and their communities: an ethnographic study of a rural school. *Journal of Social Sciences*, 43(3):227-236.
- Bloomberg, L.D. & Volpe, M.F. 2014. *Completing your qualitative dissertation: a roadmap from beginning to end*. Thousand Oaks, CA: Sage.
- Boeije, H. 2010. *Analysis in qualitative research*. London: Sage.
- Bogopane, L.D. 2013. A critical review of pertinent qualitative research processes, approaches, and tools in social sciences. *Journal of Social Sciences*, 35(3):217-229.
- Bolman, L.G. & Deal, T.E. 2018. *Reframing the path to school leadership: a guide for teachers and principals*. Newbury Park, CA: Corwin Press.
- Booth, A., Papaioannou, D. & Sutton, A. 2012. *Systematic approaches to a successful literature review*. London, Sage.
- Botha, R.J. & Triegaardt, P.K. 2014. Distributed leadership towards school improvement: case Study in South African schools. *International Journal of Educational Sciences*, 7(2):309-317.
- Botha, R.J. & Triegaardt, P.K. 2015. The principal as distributed leader: supporting change and improving South African schools. *International Journal of Educational Sciences*, 10(3):419-427.

Branch, G.F., Hanushek, E.A. & Rivkin, S.G. 2013. School leaders matter: measuring the impact of effective principles. *Education Next*, 13(1):62-69.

Braun, S., Peus, C., Weisweiler, S. & Frey D. 2013. Transformational leadership, job satisfaction, and team performance: a multilevel mediation model of trust. *The Leadership Quarterly*, 24(1):270-283.

Braun, V. & Clarke, V. 2013. *Successful qualitative research: a practical guide for beginners*. London: Sage.

Brundrett, M. & Rhodes, C. 2011. *Leadership for quality and accountability in education*. London: Routledge.

Brundrett, M. & Rhodes, C. 2014. Researching educational leadership and management: methods and approaches. Thousand Oaks, CA: Sage.

Bryman, A. & Bell, E. 2015. Business research methods. 4th ed. Oxford: Oxford University Press.

Bryman, A. 2012. *Social research methods*. 4th ed. Oxford: Oxford University Press.

Bush, T. & Glover, D. 2012. Distributed leadership in action: leading high-performing leadership teams in English schools. *School Leadership and Management*, 32(1):21-36.

Bush, T. & Glover, D. 2014. School leadership models: what do we know? *School Leadership and Management*, 34(5):553-571.

Bush, T. & Middlewood, D. 2013. *Leading and managing people in education*. London: Sage.

Bush, T. 2008. *Leadership and management development in education*. London: Sage.

Bush, T. 2012. *Leading and managing people in education*. London: Sage.

Bush, T. 2013. Instructional leadership and leadership for learning: global and South African perspectives. *Education as Change*, 17(1): S5-S20.

Bush, T. 2017. The enduring power of transformational leadership. *Educational Management Administration & Leadership*, 45(4):563-565.

Bush, T., 2013. Educational Management Administration and Leadership. Distributed Leadership: *The model of choice in the 21<sup>st</sup> Century*, 26 (5), 534 – 544.

Bush, T., Glover, D. 2016. School Leadership and Management in South Africa. Findings from Systematic Literature Review. *International journal of educational management*.

Butarbutar, F. 2014. Maselin Advent Hari Ketujuh Se-Indonesia. Doctoral dissertation. Tangerang: Sekolah Tinggi.

Cashman, K. 2017. *Leadership from the inside out: becoming a leader for life*. Oakland, CA: Berrett-Kohler.

Castanheira, P. & Costa, J.A. 2011. In search of transformational leadership: A (meta)analysis focused on the Portuguese reality. *Procedia Social and Behavioural Sciences*, 15:2012-2015.

Castle, K. 2010. *Study skills for your master's in teaching and learning*. Exeter: Learning Matters.

Chalchisa, D. 2012. Continuous teachers' professional development: the Ethiopian context. Addis Ababa, Ethiopia: Addis Ababa University.



Check, J.W. & Schutt, R.K. 2012. *Research methods in education*. Thousand Oaks, CA: Sage.

Cheng, C., Bartram, T., Karimi, L. & Leggat, S.G. 2016. Transformational leadership and social identity as predictors of team climate, perceived quality of care, burnout, and turnover intention among nurses. *Personnel Review*, 45(6):1200-1216.

Cheng, Y.C. 2013. *School effectiveness and school-based management: a mechanism for development*. London: Routledge.

Chi, N-W. & Huang, J-C. 2014. Mechanisms linking transformational leadership and team performance: the mediating roles of team goal orientation and group affective tone. *Group & Organization Management*, 39(3):300-325.

Childs, M., Brown, M., Keppell, M.J., Nicholas, Z, Hunter, C. & Hard, N. 2013. *Managing institutional change through distributive leadership approaches: engaging academics and teaching support staff in blended and flexible learning*. (Dehub Report Series). Armidale, NSW: University of New England.

Choak, C. 2012. *Asking questions: Interviews and Evaluations*. London: Routledge.

Christie, P. 2006. *The right to learn: the struggle for education in South Africa*. Cape Town: Ravan Press.

Ciulla, J.B. 2014. *Ethics, the heart of leadership*. Santa Barbara, CA: Praeger.

Cohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. London: Routledge.

Cohen, L., Manion, L. & Morrison, K. 2013. *Research methods in education*. London: Routledge.

Cohen, L., Manion, L. & Morrison, K. 2018. *Research methods in education*. London: Routledge.

Crawford, M. 2012. Solo and distributed leadership: Definitions and dilemmas. *Educational Management Administration & Leadership*, 40(5):610-620.

Creswell, J.W. 2008. *Studying design*. Thousand Oaks, CA: Sage.

Creswell, J.W. 2012. *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 4th ed. Boston: Pearson.

Creswell, J.W. 2013. *Qualitative inquiry and research design: choosing among five approaches*. 3rd ed. Thousand Oaks, CA: Sage.

Creswell, J.W. 2014a. *Educational research: planning, conducting, and evaluating qualitative and qualitative research*. 4th ed. Harlow: Pearson.

Dantley, M.E. & Tillman, L.C. 2010. Social justice and moral transformative leadership. In: Marshal, C. & Oliva, M. (eds) *Leadership for social justice: making revolutions in education*. 2nd ed. Boston: Allyn & Bacon.

Dawson, C. 2009. *Introduction to research methods: a practical guide for anyone undertaking a research project*. 4th ed. Oxford: How to Books.

Day, C. & Sammons, P. 2013. *Successful leadership: a review of the international literature*. Reading, UK: CBT Education Trust.

Day, C. 2009. Building and sustaining successful principalship in England: the importance of trust. *Journal of Educational Administration*, 47(6):719-730.

Day, C., Gu, Q. & Sammons, P. 2016. The impact of leadership on student outcomes: how successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2):221-258.

Day, C., Sammons, P. 2016. *Successful School Leadership*. Education Development Trust. Highbridge House: United Kingdom.

De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. 2012. *Research at grassroots: for the social sciences and human service professions*. 4th ed. Pretoria: Van Schaik.

Deal, T.E. & Peterson, K.D. 2016. *Shaping school culture*. 3rd ed. San Francisco, CA: Wiley.

DeForge, J. 2015. War on poverty: 8 challenges poor children face in school. *Masslive Media*, 8 January. Available from <http://www.masslive.com>.

Denzin, N.K. & Lincoln, Y.S. 2011. *The SAGE handbook of qualitative research*. Thousand Oaks, CA: Sage.

Dickson-Swift, V., James, E.L., Kippen, S. & Liamputtong, P. 2007. Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research*, 7(3):327-353.

Dimmock, C. & Tan, C.Y. 2016. Explaining the success of the world's leading education systems: the case of Singapore. *British Journal of Educational Studies*, 64(2):161-184.

Duncan, P., Garcia, M., Carmody-Bubb, M. & Ree, M.J. 2014. You have what? Personality! Traits that predict leadership styles for elementary principals. *Psychology*, 5:204-210.

Ellis, C. 2008. *Revision: autoethnographic reflections on life and work*. Walnut Creek, CA: Left Coast Press.

Evans, C., Lewis, J. 2018. *Analysing semi-structured interviews using thematic analysis: Exploring voluntary civic participation among adults*. London: Sage.

Flick, U. 2009. *An introduction to qualitative research*. 4th ed. London: Sage.

Flick, U. 2014. *An introduction to qualitative research*. 5th ed. London: Sage.

Forbes, A. 2014. Fostering transformative global leadership: an undergraduate level approach. *International Journal of Leadership Studies*, 8(2):151-158.

Fullan, M. 2016. *The new meanings of educational change*. Oxon: Routledge.

Galdas, P. 2017. Revisiting bias in qualitative research: reflections on its relationship with funding and impact. *International Journal of Qualitative Methods*, 16(1):1-2.

Garcia-Morales, V.J., Jiménez-Barrionuevo, M.M. & Gutiérrez-Gutiérrez, L. 2017. Transformational leadership influence an organizational performance through organizational learning and innovation. *Journal of Business Research*, 65(7):1040-1050.

Gay, L.R., Mills, G. E. & Airasian, P.W. 2012. *Educational research: competencies for analysis and applications*. 10th ed. London: Pearson.

Ghasabeh, M.S., Soosay, C., Reaiche, C. 2015. The emerging role of transformational leadership. *The Journal of Developing Areas*, 49 (6), 459 – 467.

Gibson, W.J. & Brown, A. 2009. *Working with qualitative data*. London: Sage.

Goodall Jr., H.L. 2008. *Writing qualitative inquiry: self, stories, and academic life*. Walnut Creek, CA: Left Coast Press.

Grant, C. & Singh, H. 2009. Passing the buck: This is not teacher leadership! *Perspectives in Education*, 27(3):289-301.

Grant, C., Jasson, A. & Lawrence, G. 2010. Resilient KwaZulu-Natal schools: an ethics of care. *South African Review of Education with Production*, 16(2):81-99.

Gray, J.A., Kruse, S.D. & Tarter, C.J. 2015. Enabling school structures, collegial trust, and academic emphasis antecedents of professional learning communities. *Educational Management Administration & Leadership*, 44(6):875-891.

Green, T.L. & Gooden, M.A. 2014. Transforming out-of-school challenges into opportunities: community schools reform in the urban Midwest. *Urban Education*, 49(8):930-954.

Grogan, M. & Shakeshaft, C. 2013. Diverse collective leadership. In: Grogan, M. (ed.) *The Jossey-Bass reader on educational leadership*. 3rd ed. San Francisco: Jossey-Bass.

Hallinger, P. & Heck, R.H. 2010. Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2):95-110.

Harris, A. 2013a. *Distributed leadership matters: perspectives, practicalities, and potential*. Thousand Oaks, CA: Corwin Press.

Harris, A. 2013b. *School improvement: what is in it for schools*. London: Routledge.

Hashemmezahad, H. 2015. Qualitative content analysis research: a review article. *Journal of ELT and Applied Linguistics*, 3(1):50-54.

Hayashi, P., Abib, G., Hoppen, N. 2019. Validity in qualitative research: A processual approach. *The Qualitative Report*, 24 (1), 98 – 112.

Hays, D., Singh, A. 2012. Quality Inquiry in Clinical and Educational settings. The Guilford press, A division of Guilford Publication, New York.

Hennink, M., Hutter, I. & Bailey, A. 2011. *Qualitative research methods*. Thousand Oaks, CA: Sage.

Henry, G., Townsend, L., Campbell, S.L. & Thompson, C. 2014. *Evaluation of district and school transformation school-level coaching and professional development activities*. Chapel Hill, NC: Consortium for Educational Research and Evaluation.

Hitt, D.H. & Tucker, P.D. 2016. Systematic review of key leadership practices found to influence student achievement: a unified framework. *Review of Educational Research*, 86(2):531-569.

Holloway, I. & Wheeler, S. 2010. *Qualitative research in nursing and healthcare*. 3rd ed. Ames, IA: Wiley-Blackwell.

Huang, Y., Li, X. & Wang, X. 2014. The effects of transformational leadership on employee's pro-social rule breaking. *Canadian Social Science*, 10(1):128-130.

Huxley, T. 2010. A wilderness guide: methods and techniques. In: Fetterman, D.M. *Ethnography step-by-step*. Los Angeles, CA: Sage.

Ibrahim, M.S., Ghavifekr, S., Ling, S., Siraj, S. & Azeez, M.I.K. 2014. Can transformational leadership influence on teachers' commitment towards organization, teaching profession, and students' learning? A qualitative analysis. *Asia Pacific Education Review*, 15(2):177-190.

Inuwa, A.M. & Yusof, N.B.M. 2012. Teachers' challenges in Nigerian public secondary schools' climate: implications on students drop-out. *Science Journal of Sociology and Anthropology*.

Jackson, S.L. 2012. *Research methods and statistics: a critical thinking approach*.

Johnson, B. & Christensen, L. 2008. *Educational research: quantitative, qualitative, and mixed approaches*. 3rd ed. Thousand Oaks, CA: Sage.

Johnson, B. & Christensen, L. 2012. *Educational research: quantitative, qualitative, and mixed approaches*. 4th ed. Thousand Oaks, CA: Sage.

Johnson, C.E. 2017. *Meeting the ethical challenges of leadership: casting light or shadow*: Thousand Oaks, CA: Sage.

Johnson, J. 2013. "Will it be on the Test?": a closer look at how leaders and parents think about accountability in public schools. Dayton, OH: Kettering Foundation and Public Agenda.

Joseph, V.K. 2008. *Management strategies to improve the academic performance of previously disadvantaged secondary schools in the grade 12 examination*. Doctoral thesis. Johannesburg: Rand Afrikaans University. [Accessed: 12-03-15].

Joubert, I., Hartell, C. & Lombard, K. 2015. *Navorsing – 'n gids vir die beginnervorsers*. Pretoria: Van Schaik.

Kadji-Beltran, C., Zachariou, A. & Stevenson, R.B. 2013. Leading sustainable schools: exploring the role of primary school principals. *Environmental Education Research*, 19(3):303-323.

Kearney, W.S., Kelsey, C. & Herrington, D. 2013. Mindful leaders in highly effective schools: a mixed-method application of Hoy's M-scale. *Educational Management Administration & Leadership*, 41(3):316-335.

Khalifa, M. 2012. A renewed paradigm in successful urban school leadership: principal as community leader. *Educational Administration Quarterly*, 48(3):424-467.

Kivinja, C., Kuyini, A. 2017. Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6 (5), 26 – 41.

Krasno, J. & LaPides, S. 2015. *Personality, political leadership, and decision making: a global perspective*. Santa Barbara, CA: Praeger.

Krippendorff, K. 2018. *Content Analysis: An introduction to its methodology*. 4<sup>th</sup> Edition. London: Sage.

Lan, X.M. & Chong, W.Y. 2015. The mediating role of psychological empowerment between transformational leadership and employee work attitudes. *Procedia Social and Behavioural Sciences*, 172:184-191.

Lawton, A., Rayner, J. & Lasthuizen, K. 2013. *Ethics and management in the public sector*. Abingdon, UK: Routledge.

Lee, Y.D. & Chang, H.M. 2006. Leadership style and innovation ability: an empirical study of Taiwanese wire and cable companies. *The Journal of American Academy of Business*, 9:218-222.

Leedy, P.D. & Ormrod, J.E. 2013. *Practical research: planning and design*. 10th ed. Hoboken, NJ: Pearson.



- Leithwood, K. & Sun, J. 2012. The nature and effects of transformational school leadership: a meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3):387-423.
- Leithwood, K. 2010. Transformational school leadership. In: Locke, L.F., Spirduso W.W. & Silverman, S.J. *Proposals that work: a guide for planning dissertations and grant proposals*. 4th ed. Thousand Oaks, CA: Sage.
- Lichtman, M. 2012. *Qualitative research in education*. 3rd ed. Los Angeles, CA: Sage.
- Lin, L-H., Ho, Y-L. & Lin, W-H.E. 2013. Confucian and Taoist values: an explanatory study of the Chinese transformational leadership behaviour. *Journal of Business Ethics*, 113(1):91-103.
- Liu, P. 2013. A transformational school leadership model in Chinese urban upper secondary schools. *International Studies in Educational Administration*, 41(3):73-94.
- Loh, J. 2013. Inquiry into issues of trustworthiness and quality in narrative studies: a perspective. *The Qualitative Report*, 18(65):1-15.
- Luqman, R.A. Farhan, H.M. Shahzad, F. & Shaheen, S. 2012. 21st century challenges of educational leaders, way out and need of reflective practice. *International Journal of Learning and Development*, 2(1):195-207.
- Mafora, P. 2013. Learners' and teachers' perceptions of principals' leadership in Soweto secondary schools: a social justice analysis. *South African Journal of Education*, 33(3):1-15.
- Majchrzak, A. & Markus, M.L. 2014. *Methods for policy research: taking socially responsible action*. 2nd ed. Thousand Oaks, CA: Sage.

Makiewicz, M. & Mitchell, D. 2014. Teacher trust in the principal: factor structure and effects. In: Van Maele, D., Forsyth, P.B. & Van Houtte, M. (eds.) *Trust and school life: the role of trust for learning, teaching, leading, and bridging*. Dordrecht: Springer.

Malik, W.U., Javed, M. & Hassan, S.T. 2017. Influence of transformational leadership components on job satisfaction and organizational commitment. *Pakistan Journal of Commerce and Social Sciences*, 11(1):147-166.

Maluleke, S.G. 2014. Parental involvement in their children' education in the Vhembe District, Limpopo. Dissertation. UNISA, Pretoria.

Maringe, F. & Moletsane, R. 2015. Leading schools in circumstances of multiple deprivation in South Africa: mapping some conceptual, contextual and research dimensions. *Educational Management Administration & Leadership*, 43(3):347-362.

Maringe, F., Masinire, A. & Nkambule T. 2015. Distinctive features of schools in multiple deprived communities in South Africa: implications for policy and leadership. *Educational Management Administration & Leadership*, 43(3):363-385.

Marion, R. & Gonzalez, L.D. 2013. *Leadership in education: organizational theory for the practitioner*. Long Grove, IL: Waveland Press.

Marishane, R.N. & Botha R.J. 2011. *School leadership towards the changing context: a case for school-based management*. Pretoria: Van Schaik.

Mathews, B. & Ross, L. 2010. *Research methods: a practical guide for the social sciences*. Harlow, UK: Pearson.

Maulana, R. & Helms-Lorenz, M. 2016. Observations and student perceptions of the quality of preservice teachers' teaching behaviour: construct representation and predictive quality. *Learning Environments Research*, 19(3):335-357.

McKibben, S. 2013. Do local-level principal preparation programs prevent principal turnover? *The Public Purpose*, 11:69-85.

McMillan, J.H. & Schumacher, S. 2010. *Research in education: evidence-based inquiry*. 7th ed. Boston: Pearson.

McMillan, J.H. 2012. *Educational research: fundamentals for the consumer*. 6th ed. Boston: Pearson.

Mendels, P. 2012. The effective principal: five pivotal practices that shape institutional leadership. *The Learning Forward Journal*, 33(1):54-58.

Mendwell, J. 2009. *Developing a model of teacher-team building at secondary schools in Thailand*. 5th ed. New York: Longman.

Menon, M.E. 2014. The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *Journal of Educational Administration*, 52(4):509-528.

Merriam, S. B. & Tisdell, E.J. 2015. *Qualitative research: a guide to design and implementation*. 4th ed. San Francisco, CA: Jossey-Bass.

Miller, J. & Glassner, B. 2011. The “insider” and the “outsider”: finding reality in interviews. In: Silverman, D. (ed.) *Doing qualitative research*, 3rd ed. London: Sage.

Mingaine, L. 2013. Leadership challenges in the implementation of ICT in public secondary schools, Kenya. *Journal of Education and Learning*, 2(1):32-43.

Mintrop, H. 2012. Bridging accountability obligations, professional values and (perceived) student needs with integrity. *Journal of Educational Administration*, 50(5):695-726.

Mncube, V.S. 2009. Perceptions of the principal's role in democratic school governance in South Africa. *Journal of Educational Administration and History*, 41(1):29-43.

Moletsane, R. 2012. Repositioning educational research on rurality and rural education in South Africa: beyond deficit paradigms. *Perspectives in Education*, 30(1):1-8.

Molokoe, K.B. & Ndandani, M. 2014. Farm schools in South Africa. In: Legotlo, M.W. *Challenges and issues facing the education system in South Africa*. Pretoria: AISA.

Moolenaar, N.M., Daly, A.J. & Slegers, P.J.C. 2010. Occupying the principal position: examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly*, 46(5):623-670.

Moorthy, S. 2010. *The significance of research in business decision making*. Thousand Oaks, CA: Sage.

Morrison, A.R. 2013. Educational leadership and change: Structural challenges in the implementation of a shifting paradigm. *School leadership and management*, 33 (4), 412-424.

Moynihan, D.P., Pandey, S.K. & Wright, B.E. 2013. Transformational leadership in the public sector. *Public administration reformation: Market demand from public organisations*, 18(1):84-87.

- Mulla, Z. R. & Krishnan, V.R. 2012. Transformational leadership and Karma-Yoga: enhancing followers' duty-orientation and indifference to rewards. *Psychology and Developing Societies*, 24(1):85-117.
- Naidoo, K. & Botha, C.J. 2012. Management and leadership in secondary schools in South Africa. *African Journal of Business Management*, 6(32):9218-9227.
- Nawi, N.H.M., Redzuan, M., Hashmi, S.I. & Din, A. 2015. Big-five personality traits and its effects on emotional intelligence among public school personnel in Malaysia. *Southeast Asia Psychology Journal*, 3:1-14.
- Neuman, W. L. 2014. *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn & Bacon.
- Newby, P. 2010. *Research methods in education*. Harlow: Pearson Education.
- Ngcobo, T.M. 2005. *The relationship between academic performance, school culture and leadership in historically disadvantaged African township secondary schools: implications for leadership*. Unpublished doctoral thesis. Durban: University of KwaZulu-Natal.
- Ngulube, P. 2015. Qualitative data analysis and interpretation: systematic search for meaning. In: Mathipa, E.R. & Gumbo, M.T. (eds.) *Addressing research challenges: making headway for developing researchers*. Noordwyk: Mosala-Masedi.
- Northouse, P.G. 2013. *Leadership: theory and practice*. 6<sup>th</sup> ed. Thousand Oaks: Sage.
- Odhiambo, G. & Hii, A. 2012. Key stakeholders' perceptions of effective school leadership. *Educational Management Administration & Leadership*, 40(2):232-247.

Oterkiil, C. & Ertesvåg, S.K. 2014. Development of a measurement for transformational and transactional leadership in schools taking on a school-based intervention. *Educational Management Administration & Leadership*, 42(4):5-27.

Patton, M. 2014. *Qualitative Research and Evaluation Methods: Integrating Theory and Practice*. 4<sup>th</sup> ed. Thousand Oaks: Sage.

Politis, J. & Politis, N. 2012. *The relationship between servant leadership and personality characteristic: the 'big five'*. Paper presented at the 8th European Conference on Management, Leadership and Governance, Cyprus 8-9 Nov 2012: 332-339.

Potokri, O.C. 2016. Mixed methods research approach in research curriculum: acumens for Nigerian higher education and Africanisation. In: *Africanising the curriculum: indigenous perspectives and theories*. Stellenbosch: SUN Press.

Price, H.E. 2012. Principal-teacher interactions: how affective relationships shape principal and teacher attitudes. *Education and Administration Quarterly*, 48(1):39-85.

Public Schools of North Carolina. 2016. *Low Performing Schools*. [Online] Available from <http://www.dpi.nc.gov/>.

Ritchie, J., Lewis, J., McNaughton Nicholls, C. & Ormston, R. 2013. *Qualitative research practice: a guide for social science students and researchers*. 2nd ed. London: Sage.

Rose, S., Spinks, N. & Canhoto, A.I. 2015. *Management research: applying the principles*. London: Routledge.

Rossmann, G.B. & Rallis, S.F. 2012. *Learning in the field: an introduction to qualitative research*, 3rd ed. Thousand Oaks, CA: Sage.

Rothwell, J.D. 2010. *In mixed company: communicating in small groups and teams*. 7th ed. Boston, MA: Wadsworth, Cengage Learning.

Roueche, J.E., Barker, G.A. & Rose, R.R. 2014. *Shared vision: transformational leadership in American community colleges*. Lanham, MD: Rowan & Littlefield.

Sadeghi, A. & Pihie, Z.A.L. 2012. Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*, 3(7):54-95.

Sağnak, M., Kuruöz, M., Polat, B. & Soylu, A. 2015. Transformational leadership and innovative climate: an examination of the mediating effect of psychological empowerment. *Eurasian Journal of Educational Research*, 60:149-162.

Saldaña, J. 2013. *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Santamaria, L.J. & Santamaria, A.P. 2013. *Applied critical leadership in education: choosing to change*. London: Routledge.

Santrock, J.W. 2011. *Educational psychology*. 5th ed. New York: McGraw-Hill.

Saunders, M., Lewis, P. & Thornhill, A. 2012. *Research methods for business students*. 6th ed. London: Pearson.

Savin-Baden, M. & Major C.H. 2013. *Qualitative research: the essential guide to theory and practice*. London: Routledge.

Sayed, Y., Motala, S. 2012. Social Policy Administration. *Equity and 'No Fee' School in South Africa*, 6, 672 – 687.

Scheerens, J. 2012. School leadership effects revisited: review and meta-analysis of empirical studies. Enschede: Springer.

Seixas, B.V., Smith, N., Mitton, C. 2018. The qualitative descriptive approach in international comparative studies: using online qualitative surveys. *International journal of health policy and management*, 7 (9), 760 – 778.

Sergiovanni, T.J. 2015. *Strengthening the heartbeat: leading and learning together in schools*. San Francisco, CA: Wiley.

Shapiro, J.P., Stefkovich, J.A. 2016. *Ethical leadership and decision-making education, Applying Theoretical Perspectives to complex dilemmas*. 4<sup>th</sup> ed.: Routledge.

Shields, C.M. 2012. *Transformative leadership in education: equitable change in an uncertain and complex world*. New York, NY: Routledge.

Shriberg, M. & MacDonald, L. 2013. Sustainability leadership programs: emerging goals, methods, and best practices. *Journal of Sustainability Education*, 5.

Sibanda, L. 2017. Understanding distributed leadership in South African Schools: Challenges and prospects. *Issues in Educational Research*, 3, 567 – 581.

Silverman, D. 2013. What counts as qualitative research? Some cautionary comments. *Qualitative Sociology Review*, 9(2):48-55. [Accessed: 17-05-17].

Slater, C.L. 2011. Understanding principal leadership: an international perspective and a narrative approach. *Educational Management Administration & Leadership*, 39(2):219-227.

Smit, B. 2017. A narrative inquiry into rural school leadership in South Africa. *Qualitative Research in Education*, 6(1):1-21.



South Africa. 1996. South African Schools Act 84 of 1996. Pretoria: Government Printers.

Sparks, D. 2013. Strong teams, strong schools. *Journal of Staff Development*, 34(2):28-30.

Steyn, G.M. 2013. Interpreting the leadership practice of a South African School using the leaderful practice model. *Journal for New Generation Sciences*, 11(1):104-116.

Stone-Johnson, C. 2014. Responsible leadership. *Educational Administration Quarterly*, 50(4):645-674.

Struwig, F.W. & Stead, G.B. 2013. *Research: planning, designing and reporting*. 2nd ed. Cape Town: Pearson.

Sun, J. & Leithwood, K. 2012. Transformational school leadership effects on student achievement. *Leadership and Policy in Schools*, 11(4):418-451.

Tabensky, P.A. & Mathews, S. 2015. *Being at home: race, institutional culture, and transformation at South African higher education institutions*. Pietermaritzburg: University of KwaZulu-Natal Press.

Tannenbaum, R., Weschler, I. & Massarik, F. 2013. *Leadership and organization: a behavioural science approach*. London: Routledge.

Terre Blanche, M., Durrheim, K. & Painter, D. 2013. *Research in practice: applied methods for the social sciences*. Cape Town: University of Cape Town Press.

Terrell, R.D., Terrell, E.K., Lindsey, R.B. & Lindsey, D.B. 2018. *Culturally proficient leadership: the personal journey begins within*. Thousand Oaks, CA: Corwin Press.

Tesfaw, T.A. 2014. The relationship between transformational leadership and job satisfaction: the case of government secondary school teachers in Ethiopia.

*Educational Management Administration & Leadership*, 42(6):903-918.

Thanh, N.C. & Thanh, T.T. 2015. The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science*, 1(2):24-27.

Tompkins, W.G. 2008. *Research designs: choosing and fine-tuning a design for your study*. London: Sage.

Tracy, S. 2010. Qualitative quality: eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16:837-857.

Tracy, S.J. 2013. *Qualitative research methods: collecting evidence, crafting analysis, communicating impact*. Hoboken, NJ: Wiley-Blackwell.

Tschannen-Moran, M. 2014. *Trust matters: leadership for successful schools*. San Francisco, CA: Jossey-Bass.

Turan, S. & Bektaş, F. 2013. The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 52:155-168.

Urlick, A. & Bowers, A.J. 2014. What are the different types of principals across the U.S.? A latent class analysis of principal perception of leadership styles. *Educational Administration Quarterly*, 50(1):96-134.

Van der Vywer, C.P., Van der Westhuizen, P.C. & Meyer, L.W. 2014. Caring school leadership. a South African study. *Educational Management Administration & Leadership*, 42(1):61-74.

Van Wart, M. 2014. *Leadership in public organizations: an introduction*. 2nd ed. New York: Routledge.

Voce, A. 2005. *Handout for the Qualitative Research Module*. London: Sage.

Vogt, W.P., Gardner, D.C. & Haeffele, L.M. 2012. *When to use what research design*. New York, NY: Guilford Press.

Wagner, L. 2015. *High poverty schools receive vast majority of states D and F grades*. [Online] Available from: <http://pulse.ncpolicywatch.org/2015/02/05/high-poverty-schools-receive-vast-majority-of-states-d-and-f-grades/>.

Wahyuni, D. 2012. The research design maze: understanding paradigms, cases, methods and methodologies. *Journal of Applied Management Accounting Research*, 10(1):69-80.

Walker, A. & Hallinger, P. 2015. A synthesis of reviews of research on principal leadership in East Asia. *Journal of Educational Administration*, 53(4):554-570.

Walker, A. 2012. Leaders seeking resonance: managing the connectors that bind schools. *International Journal of Leadership in Education*, 15(2):237-253.

Wang, X., Chontawan, R. & Nantsupawat, R. 2012. Transformational leadership: effect on the job satisfaction of registered nurses in a hospital in China. *Journal of Advanced Nursing*, 68(2):444-451.

Webster, K., Mavies, K., Bhala, T. & Bhebe, C. 2012. The influence of teachers and students' language attitudes towards the use of Shona as medium of instruction in secondary schools. *International Journal of English and Literature*, 3(2):32-39.

- Weeks, F.H. 2012. The quest for a culture of learning: a South African schools' perspective. *South African Journal of Education*, 32:1-14.
- Western, S. 2019. *Leadership: a critical text*. 3rd ed. London: Sage.
- White, C.J. 2003. *Research methods and techniques*. Pretoria: Pretoria Technikon.
- Wilkins, C. 2014. Inspecting the inspectors: race equality and quality in initial teacher education. *Race, Ethnicity and Education*, 17(3):445-470.
- Wilson, E. 2013. *School-based research: a guide for education students*. Thousand Oaks, CA: Sage.
- Wilson, V. 2014. Research methods: triangulation. *Evidence Based Library and Information Practice*, 9(1):74-75.
- Wolters, C.A. 2010. Self-regulated learning and the 21st century competencies. *International Journal about Parents in Education*, 1:132-139.
- Xu, J., Yu, D. & Li, J. 2012. *The mediating effects of psychological empowerment on leadership style and employee satisfaction in hospitals*. Paper presented at the International Conference on Management Science and Engineering, Dallas, Texas.
- Yaro, I., Arshad, R. & Salleh, D. 2016. Education stakeholder's constraints in policy decisions for effective policy implementation in Nigeria. *British Journal of Education Society and Behavioural Science*, 14(1):1-12.
- Yukl, G.A. 2013. *Leadership in organizations*. 7th ed. Upper Saddle River, NJ: Prentice Hall.

# LET'S EDIT

## EDITING CERTIFICATE

TO WHOM IT MAY CONCERN

### **DECLARATION: Editing of Thesis**

This is to certify that the PhD in Education thesis (including chapter 1) entitled **“THE ROLE OF SCHOOL LEADERSHIP IN TRANSFORMING TOWNSHIP AND RURAL SCHOOLS”** submitted by **Mduduzi Gwala** was edited for English language, grammar, punctuation, and spelling by the undersigned. Editing also included addressing the layout and formatting of the document.

The editor will not be held accountable for any later additions or changes to the document that were not edited by the editor, nor if the client rejects/ignores any of the changes, suggestions or queries, which he/she is free to do. The editor can also not be held responsible for errors in the content of the document or whether or not the client passes or fails. It is the client's responsibility to review the edited document before submitting it for evaluation.

**Name of Editor:** Shirley Wilson

**Qualification:** Bachelor of Arts (in  
Education)

**Signature:**



*Let's Edit is a Level 1 EME B-BBEE Contributor*

*(Procurement Recognition Level = 135%*

**Address: 570 Fehrsen Street, Brooklyn Bridge Office Park,  
Brooklyn, Pretoria, 0181**

**Tel No.: 012 433 6584, Fax No.: 086 267 2164 and Email Address:  
[editor@letsedit.co.za](mailto:editor@letsedit.co.za)**

## APPENDIXES



### APPENDIX A: SCHOOL PERMISSION LETTER

---

#### REQUEST PERMISSION LETTER:

---

##### **Request for permission to conduct research at your school entitled:**

The role of school leadership in transforming township and rural schools. August 2019

The school Principal Dear Sir/ Madam

I, Mduduzi Gabriel Gwala am doing research under the supervision of Dr. Lineo Toolo in the Department of Education towards a Doctor in Education (DEd) at the University of South Africa. I am requesting for permission to observe how leaders in your school operate for the purpose of a study entitled 'The role of school leadership in transforming township and rural schools'.

The aim of this study is to explore and explain hindrances of school leaders in transformation of South

African rural and township schools.

Your school has been selected because it is one of the primary schools in Gauteng which qualifies for the undertaking of this study. The benefits of this study are that the findings may be used by primary schools in Gauteng Province in the transformation of their schools.

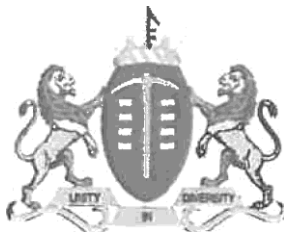
There are no foreseeable risks for observing how leaders in your school operate. Key findings of the study will be shared with the Department of Education, rural and township schools' leaders, and academia through a summary report on the study after its successful information.

Should you have concerns about the way in which the research has been conducted, you may contact Dr. Lineo Toolo (012) 429 6961 or email [toololl@unisa.ac.za](mailto:toololl@unisa.ac.za)

Yours sincerely

---

Mduduzi Gwala (Mr)



**NG PROVINCE**

Education **REPUBLIC OF SOUTH AFRICA**

8/4/4/1/2

B

## GDE RESEARCH APPROVAL LETTER – APPENDIX B

<b>Date:</b>	09 October 2019
Validity of Research Approval:	10 February 2020 - 30 September 2020 <b>2019/290</b>
Name of Researcher:	Gwala M. G
Address of Researcher:	13 Arundel Road
	Dinwiddie
	Germiston, 1401
Telephone Number:	078 136 6362
Email address:	gwalamg@gmail.com
Research Topic:	The Role of School Leadership in Transforming Township and Rural Schools.
Type of qualification	<b>Doctor in Education</b>
Number and type of schools:	Two Primary Schools
District/s/HO	Johannesburg East and Gauteng North





## *Re: Approval in Respect of Request to Conduct Research*

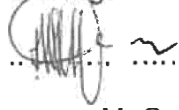
This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

**The following conditions apply to GDE research!** The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be **withdrawn should any of the conditions listed below be flouted:**

1. *Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter/ document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that I/la normal school programme is not interrupted. The Principal (if at a school) and/or Director ('if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/Her own research resources, such as stationery, photocopies, transport, faxes, and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director. Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a summary of the purpose, findings, and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni  
Acting CES: Education Research and Knowledge Management

DATE: ...10/10/2019.....

**Office of the Director • Education Research and  
Knowledge Management**

7\* Floor, 17 Simmonds Street, Johannesburg, 2001

---

PARTICIPANT CONSENT FORM – APPENDIX C

---

Title of the Research: The role of school leadership in transforming township and rural schools.

I, \_\_\_\_\_ (participant name), confirm that the person asking for my consent to take part in this research has told me about the nature, procedure and possible anticipated inconvenience for participation.

I have read and understood the purpose of the study as explained in the information sheet. I am aware that the findings of the study will be processed into a research report or conference proceedings, and I am aware that participation will be confidential unless specified otherwise to me.

I fully agree with all the specified processes of collecting data and I have received a copy of the informed agreement.

Participant Name and Surname, (PRINT):

\_\_\_\_\_

Participant Signature

\_\_\_\_\_

Date

Researcher' Name and Surname (PRINT):

\_\_\_\_\_

Researcher' signature

\_\_\_\_\_

\_\_\_\_\_

Date

# UNISA

## APPENDIX D: PARTICIPANT INTERVIEW SHEET

---

### INTERVIEWS FOR A SCHOOL LEADER (QUESTIONS COMMON FOR ALL LEADERS) APPENDIX D

---

Title of the Research: The role of school leadership in transforming township and rural schools.

**Can you please comment about the resources at your school?**

---

---

---

---

---

---

---

---

**Are you certain enough about your responsibilities as a leader of your school?**

---

---

---

---

---

---

---

---

**Are you happy that you are playing your role and accountable as a school leader?**

---

---

---

---

---

---

---

---

**Can we discuss how do you communicate with other school' stakeholders.**\_\_\_\_\_

---

**Thank you for your time.**

**OBSERVATION SCHEDULE — APPENDIX E**

Title of the Research: The role of school leadership in transforming township and rural schools.

TIME OF OBSERVATION: \_\_\_\_\_

PLACE OF OBSERVATION: \_\_\_\_\_

SCHOOL \_\_\_\_\_

LENGTH OF OBSERVATION: \_\_\_\_\_

DESCRIPTIVE NOTES — LEADERS' INTERACTIONS

FORMAL INTERACTIONS	INFORMAL INTERACTIONS	DURING MEETINGS

DESCRIPTIVE NOTES – SCHOOLS' ENVIRONMENT

FACILITIES	SCHOOL'S BASIC NECESSITIES	GENERAL OBSERVATION

## APPENDIX F – EDITING CERTIFICATE

**LET'S EDIT**

### EDITING CERTIFICATE

18 December 2020

TO WHOM IT MAY CONCERN

#### DECLARATION: Editing of Thesis

This is to certify that the PhD in Education thesis entitled **“THE ROLE OF SCHOOL LEADERSHIP IN TRANSFORMING TOWNSHIP AND RURAL SCHOOLS”** submitted by **Mduduzi Gwala** was edited for English language, grammar, punctuation, and spelling by the undersigned. Editing also included addressing the layout and formatting of the document.

The editor will not be held accountable for any later additions or changes to the document that were not edited by the editor, nor if the client rejects/ignores any of the changes, suggestions or queries, which he/she is free to do. The editor can also not be held responsible for errors in the content of the document or whether or not the client passes or fails. It is the client's responsibility to review the edited document before submitting it for evaluation.

**Name of Editor:** Shirley Wilson

**Qualification:** Bachelor of Arts (in Education)

**Signature:** 

*Let's Edit is a Level 1 EME B-BBEE Contributor (Procurement Recognition Level = 135%)*

Address: **570 Fehrsen Street, Brooklyn Bridge Office Park, Brooklyn, Pretoria, 0181**  
Tel No.: **012 433 6584**, Fax No.: **086 267 2164** and Email Address: **editor@letsedit.co.za**

**APPENDIX G**

*UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE*

Date: 2019/10/16 Dear Mr. Gwala, Ref: 2019/10/16/06454968/42/MC

**Researcher(s):** Name: Mr. M.G. Gwala  
E-mail address: gwalamg@gmail.com

Name: Mr. M. G. Gwala

Student No.: 06454968

**Decision:** Ethics Approval from  
2019/10/16 to 2024/10/16

Telephone: +27 78 136 6362

**Supervisor(s):** Name: Dr L Toolo  
E-mail address: toololl@unisa.ac.za  
Telephone: +27 12 429 6961

**Title of research:**

**The role of school leadership in transforming Township and Rural schools.**

**Qualification:** PhD in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period 2019/10/16 to 2024/10/16.

*The **low-risk** application was reviewed by the Ethics Review Committee on 2019/10/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2024/ 10/ 16. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **2019/ 10/ 16/06454968/42/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

PRKind regards,

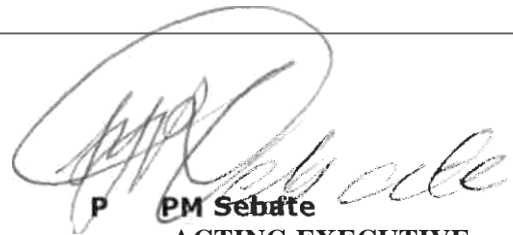


**Prof AT Motlhabane**

**CHAIRPERSON: CEDU RERC**

**[motlhat@unisa.ac.za](mailto:motlhat@unisa.ac.za)**

**DEAN**



**PM Sebaste**  
**ACTING EXECUTIVE**

**[Sebatpm@unisa.ac.za](mailto:Sebatpm@unisa.ac.za)**



